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# **Policies and Procedures**

Emily Sargeant December 2023

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## Key contact personnel at Radnor Park Kindergarten

### Safeguarding

Designated Safeguarding Lead: **Emily Sargeant**

Deputy Designated Safeguarding Lead(s): **Emma Reene , Summer Knight and Ting Healey, Ciara Tanner, Chloe Tidy and Tracey Leighton**

### Equality and Inclusion

Equality and Inclusion Coordinator - **Emily Sargeant**

Special Educational Needs and Disability Coordinator – **Emma Reene and Emily Sargeant**

Behaviour Management Lead – **Emma Reene and Summer Knight**

### Health and Safety

Health and Safety Coordinator – **Tracey Leighton**

Fire Wardens – **Emily Sargeant, Emma Reene, Tracey Leighton, Chloe Tidy and Ting Healey**

Proprietor – **Damien Healey** [damien@radnorparkkindergarten.com](mailto:damien@radnorparkkindergarten.com)

Designated First Aiders – **Tracey Leighton, Emma Renne and Emily Sargeant, Chloe Tidy and Ting Healey.**

### Local Authority Key contact personnel

Area office (**Safeguarding advice**): 03000 423154

If a child may be at risk of **imminent harm**, you should call the **Integrated Front Door** on **03000 411111** (outside office hours 03000 419191) or the **Police on 999**

LADO Team contact number: **03000 410 888** or email [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk) if the call is urgent i.e. a child is in immediate danger and you cannot be connected to the team

Online Protection/e-safety: **03000 423 164**

Prevent Education officer: Jill Allen [jill.allen@kent.gov.uk](mailto:jill.allen@kent.gov.uk) **03000 413565**

Kindergarten Designated Online Protection/ e-safety lead – **Brenley Martin and Chloe Tidy**

Early Help and Preventative Services: [ShepwayEarlyHelp@kent.gov.uk](mailto:ShepwayEarlyHelp@kent.gov.uk)

Folkestone and Hythe **03000 41 10 08**

OFSTED **0300 123 1231**

It is a requirement that all members of staff have access to these policies and sign to say they have read and understood its contents.

The policies also form part of admissions before a child starts at the setting. It is a requirement that parents/carers keep the policies on file and sign in the admission form to say they have read and understood its contents.

## Section 1:

Dear Parent/Carer

Once you have read through the kindergartens policies and procedures, please sign the policy section in your child's admission form. It's also a good idea to save the policies on file so you can use them for future reference.

If you have any queries or question, please feel free to speak to a member of the management team on 01303 259226

Many thanks and kind regards

*Emily Sargeant*

Setting Manager

# Safeguarding Children and Child Protection Policy

EYFS: Section 3 –  
Safeguarding and welfare  
requirements

## **Key contact personnel in Radnor Park Kindergarten**

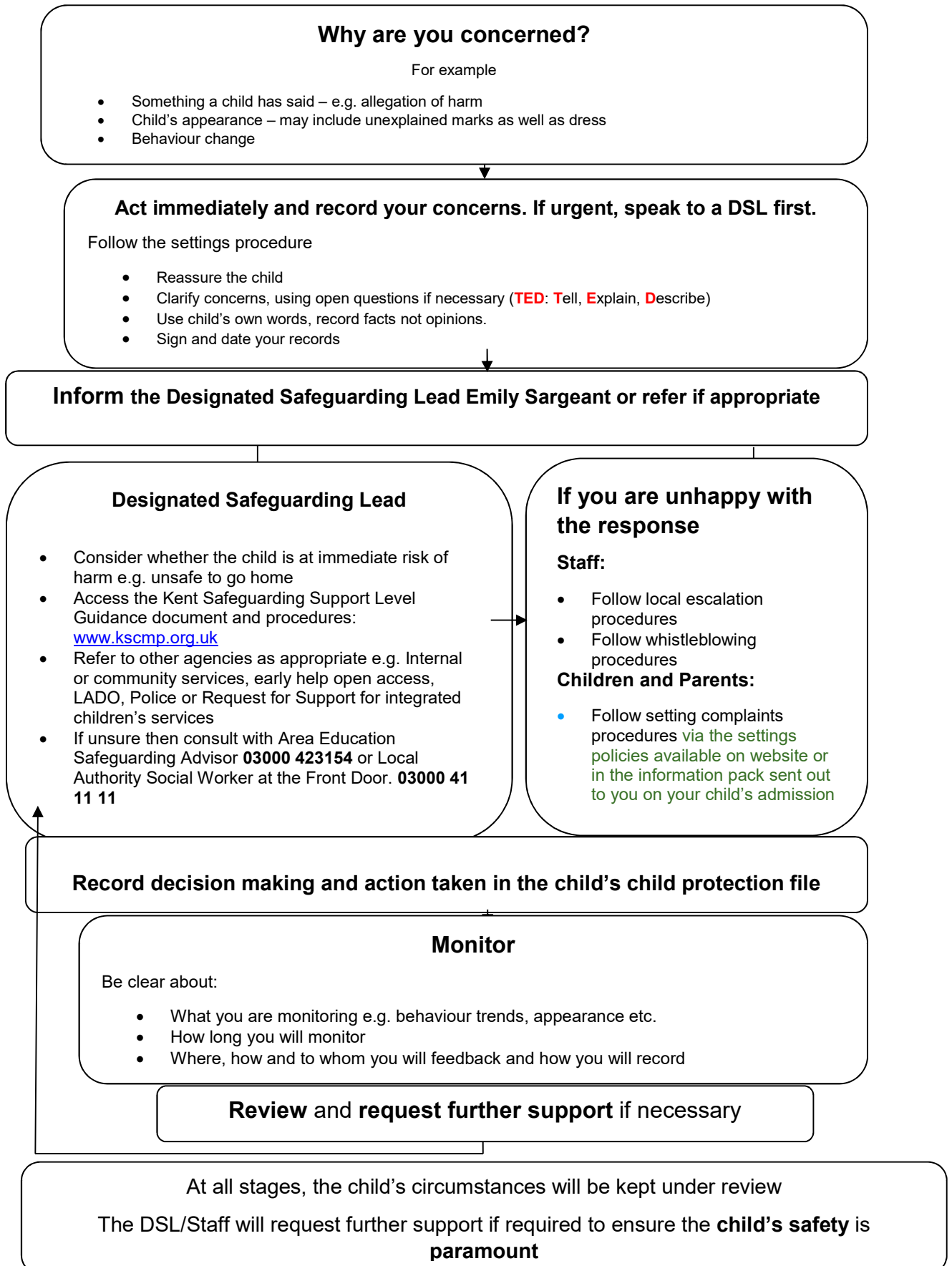
Designated Safeguarding Lead: Emily Sargeant (Setting Manager)

Deputy Designated Safeguarding Lead(s): Emma Renne, Chloe Tidy, Tracey Leighton (Duty Managers), Summer Knight and Ciara Tanner (Senior Practitioners) and Ting Healey (Owner).

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

The graph below details what to do if you have a welfare concern at Radnor Park Kindergarten

## What to do if you have a welfare concern in Radnor Park



# Safeguarding Children and Child Protection Policy

## PART 1: Safeguarding children and child protection procedures

### Introduction

Radnor Park Kindergarten is dedicated to the support, development and promotion of high-quality care and education for the benefit of our children, families and community. We are committed to safeguarding children and promoting their welfare.

All staff, students and volunteers have a responsibility for safeguarding children, being vigilant and identifying and reporting any safeguarding concerns, in line with this and supporting policies, including:

Acceptable internet use policy	Online safety policy
CCTV policy	Promoting positive behaviour policy
Data protection and confidentiality policy	Safe and respectful care policy
Inclusion and equality policy	Safer recruitment of staff policy
Intimate care policy	Social networking policy
Late collection and non-collection of children policy	Special educational needs and disabilities (SEND) policy
Lock down policy	Staff behaviour policy
Lone working policy	Suitability of staff policy
Looked after children policy	Supervision of children
Missing child from nursery policy	Supervision of visitors policy
Missing child from outings policies	Volunteer agreement
Mobile phone and electronic device use policy	Whistleblowing policy
Nappy changing policy	Young workers policy

We ensure all staff, students and volunteers have the necessary knowledge and skills to carry out their duties and have sufficient understanding of how this policy and procedures support them in promoting and safeguarding the welfare of children. This is achieved through recruitment and induction processes and by offering ongoing training and support to all staff, appropriate to their specific role.

This policy is reviewed annually to ensure it remains in line with statutory guidance. Its effectiveness is monitored through staff and stakeholder reviews, appraisals and feedback to ensure appropriate knowledge and awareness is in place.

It is the responsibility of every staff member, student and volunteer to report any breaches of this policy to the Designated Safeguarding Lead – Emily Sargeant (Manager) or Deputy Safeguarding Leads Emma Reene, Chloe Tidy, Tracey Leighton, Ciara Tanner, Summer Knight or Ting Healey

### Policy intention

The policy makes it clear that **all** staff, students and volunteers have a responsibility to safeguard children and young people and to protect them from harm. It aims to raise awareness of how to safeguard and promote the welfare of children and provides procedures should a child protection issue arise.



This policy applies to all children up to the age of 18 years whether living with their families, in state care, or living independently (*Working together to safeguard children, 2023*).

Safeguarding and promoting the welfare of children, in relation to this policy, is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

*(Working together to safeguard children, 2023)*

Child protection is an integral part of safeguarding children and promoting their overall welfare. In this policy, child protection shall mean:

- The activity that is undertaken to protect specific children who are suffering, or are at risk of suffering, significant harm.

To safeguard children and promote their welfare we will:

- Develop a safe culture where staff are confident to raise concerns about professional conduct
- Ensure all staff are able to identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take
- Share information with other agencies as appropriate.

We promote:

- Always listening to children
- Positive images of children
- Children developing independence and autonomy as appropriate for their age and stage of development
- Safe and secure environments for children
- Tolerance and acceptance of different beliefs, cultures and communities
- British values
- Providing intervention and help for children and families in need.

We have a duty to act quickly and responsibly in any instance that may come to our attention. If in any doubt about what constitutes a safeguarding concern, refer to the Designated Safeguarding Lead (DSL). If there is a concern, never do nothing (Laming, 2009), always do something, including sharing information with any relevant agencies. Safeguarding is everybody's responsibility.

The nursery aims to:

- Keep the child at the centre of all we do, providing sensitive interactions that develop and build children's well-being, confidence and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families, including the impact of toxic trio on children and Adverse Childhood Experiences (ACEs)
- Ensure that all staff feel confident and supported to act in the best interest of the child, maintaining professional curiosity around welfare of children, sharing information, and seeking help that a child may need at the earliest opportunity

- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local and/or national procedures, including thorough annual safeguarding updates
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by Kent Safeguarding Children Multi Agency Partnership KSCMP [www.kscmp.org.uk](http://www.kscmp.org.uk)
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Ensure that staff identify, minimise and manage risks while caring for children
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children including reporting such allegations to Ofsted and other relevant authorities
- Ensure parents are fully aware of our safeguarding and child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by KSCMP

### Designated Safeguarding Lead (DSL)

The DSL has overall responsibility for the Safeguarding children and child protection policy and procedures. It is their role to ensure that the policy and procedures are implemented to safeguard and promote the welfare of children. They are responsible for coordinating safeguarding and child protection training for staff across the organisation.

There is always at least one designated person on duty during the opening hours of the setting. The designated persons receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year. They in turn support the ongoing development and knowledge of the staff team with regular safeguarding updates.

<b>Designated Safeguarding Lead</b>	Emily Sargeant
<b>Deputy Designated Safeguarding Leads</b>	Emma Reene, Chloe Tidy, Tracey Leighton, Ting Cheng, Summer Knight , Caira Tanner and Ting Healey

In the unlikely event of the DSL or Deputy DSL absence and to ensure immediate action can be taken, contact the Local Safeguarding Personnel Area office (Safeguarding Advice) 03000 423154

### The role of the DSL

The role of the DSL is to:

- Monitor and update the Safeguarding children and child protection policy and procedures in line with new legislation and to ensure it is effective. This will be done by making sure that everyone understands the correct procedures during their individual annual review
- Ensure updates and new legislation are reflected in our services as soon as they are known
- Act as a source of support, advice and expertise for all staff, students, volunteers, children and parents who have child protection concerns
- Ensure detailed, accurate, secure written records of concerns and referrals
- Review all written safeguarding reports
- Assess information provided promptly, carefully and refer as appropriate to external agencies
- Provide signposting to other organisations
- Consult with statutory child protection agencies and regulatory bodies where required
- Make formal referrals to statutory child protection agencies or the police, as required.

In addition, the DSL is required to:

- Keep up-to-date with good practice and national requirements for safeguarding and child protection
- Provide information on safeguarding and child protection for the setting
- Raise awareness of any safeguarding and child protection training needs and implement where necessary
- Retain up-to-date knowledge of the role of the local safeguarding partnership arrangements and local child protection procedures.

The DSL does not investigate whether or not a child has been abused or investigate an allegation or disclosure. Investigations are for the appropriate authorities, usually the police and social services.

### **Sharing low-level concerns**

On occasion, inappropriate, problematic or concerning behaviour by staff or other adults is observed but does not meet the threshold for significant harm. This may be classed as a 'low-level' concern, although this does not mean that it is insignificant.

We define a low-level concern as:

- Any concern, no matter how small, that an adult working with children may have acted in a way that is inconsistent with our Staff behaviour policy, including inappropriate behaviour outside of work
- A concern that may be a sense of unease or a 'nagging doubt' and does not meet the harm threshold or is serious enough to refer to the LADO.

We encourage a culture of openness, trust and transparency, with clear values and expected behaviour, monitored and reinforced by all staff. All concerns or allegations, however small, will be shared and responded to. All concerns will be shared with the DSL, or other nominated person, as in our reporting procedures. We encourage concerns to be shared as soon as reasonably practicable and preferably within 24 hours of becoming aware of it. However, it is never too late to share a low-level concern.

It is not expected that staff will be able to determine whether the behaviour in question is a concern, complaint or allegation before sharing the information. If the DSL is in any doubt as to whether the information meets the harm threshold, they will consult the LADO.

Occasionally a member of staff may find themselves in a situation which could be misinterpreted or appear compromising to others. If this occurs, staff are encouraged to self-report to the DSL. Equally, a member of staff may have behaved in a manner which, on reflection, falls below the standards set in our Staff behaviour policy. If this occurs, staff are encouraged to self-report to the DSL. We encourage staff to be confident to self-refer and believe it reflects awareness of our standards of conduct and behaviour.

When the DSL receives the information, they will need to determine whether the behaviour:

- Meets, or may meet, the harm threshold (and so contact the LADO)
- Meets the harm threshold when combined with previous low-level concerns (and so contact the LADO)
- Constitutes a 'low-level' concern
- Is appropriate and consistent with the law and our Staff behaviour policy.

The DSL will make appropriate records of all information shared, including:

- With the reporting person
- The subject matter of the concern

- Any relevant witnesses (where possible)
- Any external discussions such as with the LA Area Safeguarding Office 03000 423154 or LADO 03000 41 11 11
- Their decision about the nature of the concern
- Their rationale for that decision
- Any action taken.

This constitutes a record of low-level concern. We retain all records of low-level concerns in a separate low-level concerns file, with separate concerns regarding a single individual kept as a chronology. These records are kept confidential and held securely, accessed only by those who have appropriate authority. Records will be retained at least until the individual leaves their employment.

If the low-level concern raises issues of misconduct, then appropriate actions following our Disciplinary procedures will be taken. Records will be kept in personnel files as well as in the low-level concerns file.

### **Monitoring children's attendance**

As part of our requirements under the statutory framework we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery within one hour of their normal start time, the parents will be contacted to ensure the child is safe and healthy. If the parents are not contactable then the emergency contacts numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family.

If contact cannot be established then we would assess if a home visit is required to establish all parties are safe. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities, including the police, in order for them to investigate further.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the Local Authority children's social care team/family social worker to ensure the child remains safe and well.

### **Informing parents**

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Authority children's social care team, police or LADO does not allow this to happen.

This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these case's the investigating officers will inform parents.

### **Support to families**

The nursery takes every step in its power to build up trusting and supportive relationships among families, staff, students and volunteers within the nursery.

The nursery will continue to welcome a child and their family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

## Confidentiality

Confidentiality must not override the right of children to be protected from harm. However, every effort will be made to ensure confidentiality is maintained for all concerned if an allegation has been made and is being investigated.

If uncertain about whether sensitive information can be disclosed to a third party, contact the DSL or call the Information Commissioner's Office on 0303 123 1113. They will provide advice about the particulars relating to each individual case, including information which can and cannot be shared.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child or member of staff.

## Record keeping and data protection

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate and in line with guidance of the Local Authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

The nursery keeps appropriate records to support the early identification of children and families which would benefit from early help. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs.

Our Data protection and confidentiality policy will be applied with regards to any information received from an individual. Only persons involved in the investigation should handle this information although any investigating body will have access to all information stored in order to support an investigation.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purpose of keeping children safe. Fear about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. DFE 'Information sharing advice for safeguarding practitioners (2018) provides further details – located in the management filing cabinet.

## Complaints

### 1.1 Complaints

- All members of our community should feel able to raise or report any concerns about children's safety or potential failures in our safeguarding regime. The setting has a complaints procedure available to parents, members of staff and visitors who wish to report concerns or complaints. This can be found in the policies on the settings website.
- Whilst we encourage members of our community to report concerns and complaints directly to us, we recognise this may not always be possible. Children, young people, and adults who have experienced abuse can contact the NSPCC 'Report Abuse in Education' helpline on 0800 136 663 or via email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally.
  - Staff can call 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## PART 2: Definitions of abuse

**Definition of significant harm**

The Children Act 1989 introduced the concept of significant harm as ‘the threshold that justifies compulsory intervention in family life in the best interests of children’. It gives LAs a duty to make enquires to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or likely to suffer, significant harm.

Whilst there are no absolute criteria to rely on when judging what constitutes significant harm, consideration should be given to:

- The severity of the ill-treatment, including the degree of harm
- The extent and frequency of abuse and/or neglect
- The impact this is likely to have, or is having, on the child involved.

This may be a single traumatic event, such as a violent assault, suffocation or poisoning, or it can be a combination of events (both acute and long-standing) that impairs the physical, intellectual, emotional, social or behavioural development of the child.

**Definitions of abuse and neglect**

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or, more rarely, a stranger. Perpetrators of abuse can be an adult, or adults, another child or children.

*(What to do if you’re worried a child is being abused: Advice for practitioners, 2015 and Working together to safeguard children, 2023)*

The signs and indicators listed below may not necessarily indicate that a child has been abused but can help to indicate that something may be wrong, especially if a child shows a number of these symptoms, or any of them to a marked degree.

- |  |
|--|
| <ul style="list-style-type: none"> <li>• Failure to thrive and meet developmental milestones</li> <li>• Fearful or withdrawn tendencies</li> <li>• Unexplained injuries to a child or conflicting reports from parents or staff</li> <li>• Repeated injuries</li> <li>• Unaddressed illnesses or injuries</li> <li>• Significant changes to behaviour patterns.</li> </ul> |
|--|

**Indicators of**

**child abuse**

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

- |  |
|--|
| <p><b>Emotional states:</b> Fearful, withdrawn, low self-esteem.</p> <p><b>Behaviour:</b> Aggressive, habitual body rocking.</p> <p><b>Interpersonal behaviours:</b></p> <ul style="list-style-type: none"> <li>• Indiscriminate contact or affection seeking</li> <li>• Over-friendliness to strangers including healthcare professionals</li> <li>• Excessive clinginess, persistently resorting to gaining attention</li> </ul> |
|--|

- Demonstrating excessively 'good' behaviour to prevent parent disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents
- Lack of ability to understand and recognise emotions
- Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

### **Child-on-child abuse**

Child-on-child abuse is also known as peer-on-peer abuse; children are included as potential abusers in our policies. Child-on-child abuse may take the form of bullying, physically hurting another child, emotional abuse or sexual abuse. Reporting procedures in these instances remain the same although additional support from relevant agencies may be required to support both the victim and the perpetrator. Children who develop harmful behaviours are also likely to be victims of abuse or neglect.

If **child-on-child abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Physical abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

If **physical abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **Fabricated or induced illness (FII)**

This abuse is when a parent fabricates the symptoms of, or deliberately induces, illness in a child. The parent may seek out unnecessary medical treatment or investigation. They may exaggerate a real illness and symptoms, or deliberately induce an illness through poisoning with medication or other substances, or they may interfere with medical treatments. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support.

**FII** is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures.

### **Female genital mutilation (FGM)**

FGM is a procedure where the female genital organs are injured or changed with no medical reason. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy, according to the community.

It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother, and/or death (definition taken from the *Multi-agency*

statutory guidance on female genital mutilation). Other consequences include shock, bleeding, infections (tetanus, HIV and hepatitis B and C) and organ damage.

**FGM** is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures. In addition, there is a mandatory duty to report to police any case where an act of FGM appears to have been carried out on a girl under the age of 18.

**Breast ironing or breast flattening**

Breast ironing, also known as breast flattening, is a process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or to delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. These actions can cause serious health issues such as abscesses, cysts, itching, tissue damage, infection, discharge of milk, dissymmetry of the breasts, severe fever

**Emotional abuse**

*Working together to safeguard children (2023)* defines emotional abuse as ‘the persistent emotional maltreatment of

**Breast ironing/flattening** is a form of **physical abuse** and any concerns must be reported in line with our safeguarding procedures.

a child such as to cause severe and

persistent adverse effects on

the child’s emotional development.’ Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur separately.

Examples of emotional abuse include:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving a child opportunity to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed, such as interactions that are beyond a child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children
- A child seeing or hearing the ill-treatment of another.

A child may also experience emotional abuse through witnessing domestic abuse or alcohol and drug misuse by adults caring for them. In England, The Domestic Abuse Act (2021) recognises in law that children are victims of emotional abuse if they see, hear or otherwise experience the effects of domestic abuse.

Signs and indicators may include delay in physical, mental and/or emotional development, sudden speech disorders, overreaction to mistakes, extreme fear of any new situation, neurotic behaviour (rocking, hair twisting, self-mutilation), extremes of passivity or aggression, appearing to lack confidence or self-assurance.

If **emotional abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.



**Sexual abuse**

Sexual abuse involves forcing, or enticing, a child to take part in sexual activities. Sexual abuse does not necessarily involve a high level of violence and includes whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males are not the sole perpetrators of sexual abuse; women also commit acts of sexual abuse, as do other children. This policy applies to all children up to the age of 18 years.

Action must be taken if staff witness symptoms of sexual abuse including a child indicating sexual activity through words, play or drawing, having an excessive preoccupation with sexual matters or having an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls or toys or in the role-play area with their peers, drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

Additional signs of emotional and physical symptoms are shown below.

Emotional signs	Physical signs
<ul style="list-style-type: none"> <li>• Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age or stage of development</li> <li>• Personality changes, such as becoming insecure or clingy</li> <li>• Regressing to younger behaviour patterns, such as thumb sucking or bringing out discarded cuddly toys</li> <li>• Sudden loss of appetite or compulsive eating</li> <li>• Being isolated or withdrawn</li> <li>• Inability to concentrate</li> <li>• Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer</li> <li>• Becoming worried about clothing being removed.</li> </ul>	<ul style="list-style-type: none"> <li>• Bruises</li> <li>• Bleeding, discharge, pains or soreness in their genital or anal area</li> <li>• Sexually transmitted infections</li> <li>• Pregnancy.</li> </ul>

If **sexual abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

**Neglect**

*Working together to safeguard children (2023)* defines neglect as ‘the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.’

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve adults involved in the care of the child failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect them from physical harm or danger
- Ensure adequate supervision (including the use of inadequate caregivers)
- Ensure access to appropriate medical care or treatment
- Respond to their basic emotional needs.

An NSPCC briefing (July 2021) found neglect to be the most common form of abuse, with one in ten children in the UK having been neglected. Concerns around neglect have been identified for half of children who are the subject of a child protection plan or on a child protection register in the UK. Younger children are more likely than older children to be the subject of a child protection plan in England because of neglect, although research suggests that the neglect of older children is more likely to go overlooked.

Signs of neglect include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in, or a child having an illness or identified special educational need or disability that is not being addressed. A child may be persistently hungry if a caregiver is withholding, or not providing enough, food. A child who is not receiving the attention they need at home may crave it from other adults, such as at nursery or school.

If **neglect** is suspected, then any concerns must be reported in line with our safeguarding procedures.

## Domestic abuse

The definition of domestic abuse from the Domestic Abuse Act, 2021 is:

*Behaviour of a person (A) towards another person (B) is 'domestic abuse' if:*

- *A and B are each aged 16 or over and are personally connected to each other*
- *The behaviour is abusive.*

*Behaviour is 'abusive' if it consists of any of the following:*

- *Physical or sexual abuse*
- *Violent or threatening behaviour*
- *Controlling or coercive behaviour*
- *Economic abuse (any behaviour that has a substantial adverse effect on B's ability to acquire, use or maintain money or other property and/or obtain goods or services)*
- *Psychological, emotional or other abuse.*

*It does not matter whether the behaviour consists of a single incident or a course of conduct.*

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity and domestic abuse can happen at any stage in a relationship.

Signs and symptoms of domestic abuse include:

- Changes in behaviour (for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.)
- Visible bruising or single, or repeated, injury with unlikely explanations

- Change in the manner of dress (for example, clothes to hide injuries that do not suit the weather)
- Stalking, including excessive phone calls or messages
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule
- Frequent lateness or absence from work.

All children can witness and be adversely affected by domestic abuse in the context of their home life. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

Where incidents of domestic abuse are shared by our own staff, students or volunteers we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

If **domestic abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### Contextual safeguarding

As young people grow and develop, they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

As part of our safeguarding procedures we will work in partnership with parents and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

### Child sexual exploitation (CSE) and Child criminal exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation (*Keeping children safe in education, 2023*).

#### Child sexual exploitation (CSE)

CSE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into **sexual** activity. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology and may be without the child's immediate knowledge such as through others copying videos or images they have created and posted on social media.

Signs and symptoms include:

- Physical injuries such as bruising or bleeding
- Having money or gifts they are unable to explain
- Sudden changes in their appearance

- Becoming involved in drugs or alcohol, particularly if it is suspected they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language beyond that expected for their age or stage of development
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any **criminal** activity. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Other examples include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Signs and symptoms of CCE are similar to those for CSE.

If CSE or CCE is suspected, then any concerns must be reported in line with our safeguarding procedures.

### **County Lines**

The National Crime Agency (NCA) defines county lines as gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers live in a different area to the dealers, so drug runners are needed to transport the drugs and collect payment.

Perpetrators often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. A child is targeted and recruited into county lines through schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and symptoms include:

- Changes in dress style
- Unexplained, unaffordable new things (for example, clothes, jewellery, cars etc.)
- Missing from home or school and/or significant decline in performance
- New friends with those who don't share any mutual friendships with the victim, gang association or isolation from peers or social networks
- Increase in anti-social behaviour in the community including weapons
- Receiving more texts or calls than usual
- Unexplained injuries
- Significant changes in emotional well-being
- Being seen in different cars or taxis driven by unknown adults

- A child being unfamiliar with where they are.

### Cuckooing

Cuckooing is a form of county lines crime. In this instance, the drug dealers take over the home of a vulnerable person in order to criminally exploit them by using their home as a base for drug dealing, often in multi-occupancy or social housing properties.

Signs and symptoms include:

- An increase in people, particularly unknown people, entering or leaving a home or taking up residence
- An increase in cars or bikes outside a home
- A neighbour who hasn't been seen for an extended period
- Windows covered or curtains closed for a long period
- Change in resident's mood and/or demeanour (for example, secretive, withdrawn, aggressive or emotional)
- Substance misuse and/or drug paraphernalia
- Increased anti-social behaviour.

If **cuckooing** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### Child trafficking and modern slavery

Child trafficking and modern slavery is when children are recruited, moved, transported and then exploited, forced to work or are sold.

For a child to have been a victim of trafficking there must have been:

- *Action:* recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation
- *Purpose:* sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs.

Modern slavery includes slavery, servitude and forced or compulsory labour and child trafficking. Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse.

Signs and symptoms for children include:

If involvement in **county lines** is suspected, then any concerns must be reported in line with our safeguarding procedures.

- Being under control and reluctant to interact with

others

- Having few personal belongings, wearing the same clothes every day or wearing unsuitable clothes
- Being unable to move around freely
- Appearing frightened, withdrawn, or showing signs of physical or emotional abuse.

If **child trafficking** or **modern slavery** are suspected, then any concerns must be reported in line with our safeguarding procedures.

### Forced marriage

A forced marriage is defined as ‘a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure.’

Where incidents of forced marriage are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

If it is suspected that a **forced marriage** is being planned, then any concerns must be reported in line with our safeguarding procedures.

### Honour based abuse (HBA)

HBA is described as ‘incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.’ (*Keeping children safe in education*, 2023). Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their ‘honour’ code. It is a violation of human rights and may be domestic, emotional and/or sexual abuse such as being held against their will, threats of violence or actual assault. It often involves wider family networks or community pressure and so can include multiple perpetrators.

Signs and symptoms of HBA include:

- Changes in how the child dresses or acts, such as not ‘western’ clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

Where incidents of HBA are shared by our own staff, students or volunteers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

If **honour-based abuse** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### Child abuse linked to faith or belief (CALFB)

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or multi-murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies

- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation
- Children's actions are believed to have brought bad fortune to the family or community.

If **CALFB** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### Extremism and radicalisation

Under the Counter-Terrorism and Security Act 2015, there is a duty to safeguard vulnerable and at risk children by preventing them from being drawn into terrorism. This is known as the Prevent Duty.

Children can be exposed to different views and receive information from various sources and some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism; usually it's a gradual process so those who are affected may not realise what's happening. Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts.

For further information visit [The Prevent Duty website](#).

If **radicalisation or extremism** is suspected, then any concerns must be reported in line with our safeguarding procedures. This includes reporting concerns to the police.

### Online safety

While the growth of internet and mobile device use brings many advantages, the use of technology has become a significant component of many safeguarding issues such as child sexual exploitation and radicalisation.

There are four main areas of risk associated with online safety:

- Content - being exposed to illegal, inappropriate or harmful material such as pornography, fake news, racist or radical and extremist views
- Contact - being subjected to harmful online interaction with other users such as commercial advertising or adults posing as children or young adults
- Conduct - personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images and online bullying
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

Report **online safety concerns** to the DSL and to the Child Exploitation and Online Protection Centre (CEOP): <https://www.ceop.police.uk/Safety-Centre/>

**Inappropriate content** received via email must be reported to the DSL and to the Internet Watch Foundation (IWF): <https://www.iwf.org.uk/>

Prevent Education Officer Jill Allen: 03000 413565

### Up skirting

Up skirting is a criminal offence. It involves taking a picture of someone's genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate, or distress, the individual.

If **up skirting** is suspected, then any concerns must be reported in line with our safeguarding procedures.

### Supporting Children Potentially at Greater Risk of Harm

Whilst all children should be protected, some groups of children are potentially at greater risk of harm.

### Safeguarding Children with Special Educational Needs or Disabilities (SEND)

- Radnor Park Kindergarten acknowledges that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges and barriers for recognising abuse and neglect.
- Children with SEND may face additional communication barriers and experience difficulties in managing or reporting abuse or challenges. Children with SEND will be appropriately supported to communicate and ensure that their voice is heard and acted upon.
- All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour, mood changes or injuries and not to assume that they are related to the child's disability. Staff will be mindful that children with SEND or certain medical conditions may be disproportionately impacted by behaviours such as abuse or bullying, without outwardly showing any signs.
- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns, such as exploitation, peer group isolation or bullying including prejudice-based bullying.
- To address these additional challenges, our setting will always consider implementing extra support and attention for children with SEND. The DSL will work closely with the SENCO Emma Reene to plan support as required.

### Children Requiring Mental Health Support

- All staff will be made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are aware that children's experiences, for example where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, can impact on their mental health, behaviour and education.
- Staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.



- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy.

### **Children who need a Social Worker**

- The DSL will hold details of social workers working with children in the setting so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes.
- Where children have a social worker, this will inform setting decisions about their safety and promoting their welfare, for example, responding to unauthorised absence and provision of pastoral and/or academic support.

### **Looked after children, previously looked after children and care leavers**

- Radnor Park Kindergarten recognises the common reason for children becoming looked after is as a result of abuse and/or neglect and a previously looked after child also potentially remains vulnerable.
- Where a child is looked after, the DSL will hold details of the social worker and the name of the virtual school head in the authority that looks after the child.
- Where the setting believes a child is being cared for as part of a private fostering arrangement (occurs when a child under 16 or 18 if the child is disabled is cared for and lives with an adult who is not a relative for 28 days or more) we have a duty to recognise these arrangements and inform the Local Authority via the front door.

## **PART 3: Reporting procedures**

### **Public interest disclosure (whistleblowing)**

Whistleblowing is the term used when a worker passes on information concerning wrongdoing. All safeguarding allegations, internal or external, current or historical, must be passed on the DSL. We will cooperate fully with the authorities involved and follow any guidance given.

We believe keeping children safe is the highest priority and if, for whatever reason, concerns cannot be reported to the DSL or deputy DSL, concerns can be reported anonymously to the NSPCC, the police or the LA social services safeguarding children team.

### **Allegation against our staff**

An allegation against our staff may relate to a person who has:

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We will make every effort to maintain the confidentiality of all parties while an allegation or concern is being investigated. Dealing with an allegation can be a stressful experience and, to support the staff member, a named person (usually the DSL or Deputy DSL) to liaise with will be offered. The timeframes for an investigation will follow the guidelines of other involved authorities.

We reserve the right to suspend a staff member until the investigation is concluded. Further action will be determined by the outcome of the investigation.

*Founded allegations* are considered gross misconduct, in accordance with our disciplinary procedures, and may result in the termination of employment. DBS will be informed to ensure their records are updated and Ofsted will be informed. We retain the right to dismiss any member of staff in connection with founded allegations following an inquiry.

All safeguarding records are kept until the person reaches normal retirement age or for 21 years and 3 months, if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids unnecessary reinvestigation.

*Unfounded allegations* will result in all rights being reinstated. A return to work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the staff member and the nature of the incident such as more frequent supervisions, coaching and mentoring or external support services.

If the member of staff resigns during the investigation, we will inform DBS, Ofsted and the police, where appropriate.

**Support for staff during safeguarding incidents**

The DSL will support staff throughout any of the processes listed above and will organise appropriate counselling should this be required.

Any member of staff who has concerns about the content of this policy and its procedures, should speak to the DSL as soon as possible. If any member of staff wishes to talk confidentially about any safeguarding concern or any other issue relating to child protection or personal circumstance, it is important to do this as soon as possible.

**Reporting procedure**

We will always act on behalf of the child and will do everything possible to ensure the safety and welfare of any child and so will take all allegations of potential abuse seriously. All concerns reported to staff will be pursued, regardless of the nature of the concern and to whom the allegation relates.

The kindergarten will respond to concerns in line with the Kent Safeguarding Children Multi – Agency Partnership procedures (KSCMP)

- The full KSCMP procedures and additional guidance relating to reporting concerns and specific safeguarding issues can be found on their website: [www.kscmp.org.uk](http://www.kscmp.org.uk)
- Specific information and guidance to follow with regards to accessing Early Help and Preventative Services and /or Childrens Social Work Services as part of the integrated Childrens Service (ICS) in Kent can be found here: [www.kelsi.org.uk/support-for-children-and-youngpeople/integrated-childrens-services](http://www.kelsi.org.uk/support-for-children-and-youngpeople/integrated-childrens-services)

All staff have a responsibility to report safeguarding and child protection concerns and suspicions of abuse. These concerns will be discussed with the DSL as soon as possible, as follows:

	<b>Staff member role</b>	<b>DSL role</b>
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	on receiving information that causes a safeguarding concern	on receiving information that causes a safeguarding concern
<b>Step 1</b>	<ul style="list-style-type: none"> <li>• Contact the DSL immediately. This must be a verbal conversation to ensure the concern is clearly understood and action is taken</li> <li>• If the DSL is unavailable, contact the Deputy DSL, Local Authority Safeguarding Office 03000 423154, Integrated Children’s Services via the Front Door 03000 411111 or police 999 until you are able to have a verbal conversation</li> <li>• For children who arrive at nursery with an existing injury, an ‘incident outside nursery’ form will be completed. If there are queries or concerns regarding the injury or information given, follow these procedures</li> </ul>	<ul style="list-style-type: none"> <li>• If it is believed a child is in immediate danger, contact the police 999</li> </ul>
<b>Step 2</b>	<ul style="list-style-type: none"> <li>• Write an objective report including: <ul style="list-style-type: none"> <li>– Child's name and address</li> <li>– Age and date of birth</li> <li>– Date, time and location of the observation or disclosure</li> <li>– Exact words spoken by the child (as close to word-for-word as possible) and non-verbal communication</li> <li>– Outline of the concern</li> <li>– Exact position and type of any injuries or marks seen</li> <li>– Exact observation of any incident or concern reported and the names of any other person present at the time</li> <li>– Any known confidentiality issues</li> <li>– Signature and date of person making the report and the DSL or other nominated individual receiving the report</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Sign and date report received from staff member</li> <li>• Securely store the information according to the nursery procedures</li> <li>• If the safeguarding concern relates to a child, contact the Local Authority Safeguarding team; 03000 423154 , report concerns and seek advice immediately, or as soon as it is practical to do so</li> <li>• If the safeguarding concern relates to an allegation against an adult working or volunteering with children, contact the Local Authority Designated Officer (LADO) 03000 410 888 and request a confirmation email of the report, then report the concern to Ofsted 0300 123 1231</li> <li>• A full investigation into any allegation will be carried out by the appropriate professionals to determine how this will be handled</li> <li>• Note any actions requested by LADO / Ofsted and follow any instructions received</li> </ul>
<b>Step 3</b>	<ul style="list-style-type: none"> <li>• If you feel the report is not being taken seriously or are worried about an allegation getting back to the person in question, then it is your duty to inform the Local Authority children’s social care team yourself directly</li> </ul>	<ul style="list-style-type: none"> <li>• If appropriate, discuss the concerns or incidents with parent(s), unless it is believed that this would place the child at greater risk of harm (in the event of a request for support to the Front Door being necessary, parents/carers will be informed and</li> </ul>

	<ul style="list-style-type: none"> <li>Follow all instructions from the Local Authority children's social care team and/or Ofsted, co-operating where required</li> </ul>	<p>consent to this will be sought by the DSL in line with the guidance provided by KSCMP and ICS. Unless there is a valid reason not to do so).</p> <ul style="list-style-type: none"> <li>Record all discussions (remember parents will have access to these records on request in line with GDPR and data protection guidelines)</li> <li>Follow all instructions from the Local Authority children's social care team and/or Ofsted, co-operating where required</li> <li>Record information and actions taken</li> </ul>
<b>Step 4</b>		<ul style="list-style-type: none"> <li>If the DSL is not the owner/manager and there is an allegation against a member of staff, then the owner/manager must be informed as they have a duty of care for their employees</li> </ul>
<b>Step 5</b>		<ul style="list-style-type: none"> <li>If the Local Authority children's social care team have not been in contact within the timeframe set out in Working Together to Safeguarding Children (2023), it must be followed up</li> <li>Never assume that action has been taken</li> </ul>
<b>Step 6</b>	<ul style="list-style-type: none"> <li>Safeguarding procedures will be reviewed to ensure the process has been applied in line with the policy</li> </ul>	

If a concern is raised anonymously and we have no contact details, we will treat the concern as valid and follow the procedures as above. If a malicious call is suspected, the procedures will still be followed: a child may be in danger. The Information Commissioners Office (ICO) will be contacted to ensure permitted data sharing.

### Early Help

Where it is identified a child may benefit from Early Help support (as provided by ICS), the DSL (or deputy) will generally lead as appropriate and make a request for support via the front door.

### Recording Concerns

- All safeguarding concerns, discussions and decisions, and reasons for those decisions, will be recorded in writing on the setting safeguarding incident/concern form and passed without delay to the DSL.
- Incident/Concern** forms are kept in the management office in the **safeguarding file**
- Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. Child protection records will record facts and not personal opinions. A body map will be completed if injuries have been observed.
- If there is an immediate safeguarding concern the member of staff will consult with a DSL before completing the form as reporting urgent concerns takes priority.
- If a member of staff is in doubt about recording requirements, they will discuss their concerns with the DSL.

- Child protection records will include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and details regarding any action taken, decisions reached and the outcomes.
- Child protection records will be kept confidential and stored securely in a locked cardboard in the management office. Child protection records will be kept for individual children and will be maintained separately from all other records relating to the child in the setting.
- All child protection records will be transferred in accordance with data protection legislation to the child's subsequent setting, under confidential and separate cover as soon as possible. Child protection files will be transferred securely to the new DSL, separate to the child's main file, and a confirmation of receipt obtained.
- In addition to the child protection file, the DSL will also consider if it would be appropriate to share any information with the DSL at the new setting in advance of a child leaving, for example, information that would allow the new setting to continue to provide support.
- Where the setting receives child protection files, the DSL will ensure key staff such as the special educational needs and Disability coordinator (SENDCO) will be made aware of relevant information as required.

#### **PART 4: Recruitment, selection, induction and training**

##### **Recruitment and selection**

Through the implementation of our Safer recruitment of staff policy, we endeavour to prevent unsuitable people from becoming members of staff. Procedures include relevant checks, such as requesting references, establishing the identity of applicant and conducting criminal records disclosures. Where required, staff and stakeholders have enhanced DBS checks. Clear person specification criteria and processes during the recruitment and selection process enable us to determine a candidate's suitability for the role.

We have specific responsibilities, as outlined in this policy, for any staff, apprentices, students and learners under the age of 18 whether living with their families, in state care, or living independently.

##### **Induction and probation for staff**

As part of our induction process, all new workers will receive basic training on this Safeguarding children and child protection policy so they have the necessary knowledge and skills to safeguard and promote the welfare of children.

Within the first week of induction, all staff will receive a copy of this policy. It is the line manager's responsibility to ensure that the new staff member understands it and is able to follow it. All safeguarding training must be completed by the end of the probationary period.

All staff are expected to keep their safeguarding knowledge and skills up-to-date and report any concerns they may have. We maintain records to ensure all staff have received the training they need.

##### **Learners on placements or in employment**

We hold responsibility for ensuring that learners on placement or in employment are familiar with and sign up to this policy and agree to work within this framework. Learners will receive basic child protection training prior to starting their placement.

Learners and students under the age of 18 will be protected as children. Risk assessments will be completed to ensure their safety and well-being are protected and supported during their employment or training period. If situations arise during employment or placement which identifies those aged 18 or under are at risk from abuse or neglect, we will contact the appropriate bodies to ensure the individual is safeguarded.

## Responding to and recording disclosures

Staff, volunteers or students may receive a safeguarding disclosure. See the guidance below for responding to and reporting disclosures of abuse.

### Responding to a child's disclosure of abuse - what to do and say

- Stay calm and listen carefully
- Try not to look shocked and reassure them that this is not their fault
- Find an appropriate opportunity to say that the information will need to be shared and do not promise to keep the information shared a secret
- Allow the child to continue at their own pace
- Only ask questions for clarification and avoid asking any questions that may suggest a particular answer
- Reassure the child that they have done the right thing, let them know what you will do next and with whom the information will be shared
- Record the disclosure in writing using the child's own words as soon as possible, but not while the child is talking
- Includes the date and time, any names mentioned and to whom the information was given
- Sign and date the record, store it securely and refer the disclosure to the setting DSL and/or manager.

### Recording a case of disclosure or suspicions of abuse in the community

If you observe a concern or receive a disclosure, make an objective record. Where possible include:

- Child's name and address
- Age of the child and date of birth
- Setting name and address
- Date and time of the observation or disclosure
- Details of the concern using factual information, including the exact words, if relevant
- Accurate details of the observation, including actions of the child or adult involved
- Accurate details of an injury or wound seen, including position and size
- The names of any other person present at the time
- Name of the person completing the report
- Name of the person to whom the concern was shared, with date and time.

Discuss the record with the setting DSL or manager and follow the procedures. We expect all members of staff and stakeholders to co-operate with relevant agencies to ensure the safety of children.

## Legal framework

We adhere to all current legislation, as below:

Children and Social Work Act 2017
Criminal Justice and Court Services Act 2000
Female Genital Mutilation Act 2003 (as amended by the Serious Crime Act 2015)
Freedom of Information Act 2012
Keeping Children Safe in Education 2023
Safeguarding Vulnerable Groups Act 2006
The Childcare Act 2006
The Children Act 2004
The Children Act (England and Wales) 1989
The Counter-Terrorism and Security Act 2015
The Data Protection Acts 1984, 1998 and 2018
The Domestic Abuse Act 2021
The Human Rights Act 1998
The Police Act 1997
The Sexual Offences Act 2003
Working together to safeguard children 2023

Relevant non-statutory guidance:

Child sexual exploitation, DfE 2017
Information sharing, DfE 2015
What to do if you’re worried a child is being abused, DfE 2015

**Useful contacts**

Setting	
Main office	01303 259226
DSL	Emily Sargeant <a href="mailto:emily@radnorparkkindergarten.com">emily@radnorparkkindergarten.com</a>
Deputy DSL	Emma Reene <a href="mailto:emma@radnorparkkindergarten.com">emma@radnorparkkindergarten.com</a>
<a href="#">Ofsted</a> (England)	0300 123 1231
<b>Education Safeguarding Service Contacts</b>	

Local authority safeguarding advice	03000 423154
Online Safety	03000 423164
If a child is at risk or immediate harm call the <b>Integrated Front Door</b>	03000 41 11 11
LADO Team	03000 410888
Prevent Office (Jill Allen)	03000 413565
Early Help Preventative Service	03000411008 <a href="mailto:ShepwayEarlyHelp@kent.gov.uk">ShepwayEarlyHelp@kent.gov.uk</a>
<b>Police and related contacts</b>	
Emergency police	999
Non-emergency police	101
<a href="#">Child exploitation and online protection</a> (CEOP)	Online contact only
<a href="#">DfE counter-extremism helpline</a>	020 7340 7264
<b>Other useful contacts</b>	
<a href="#">NSPCC Child Protection Helpline</a>	0808 800 5000
<a href="#">Childline</a>	0800 1111
<a href="#">Kidscape</a>	020 7823 5430
<a href="#">National Domestic Abuse helpline</a>	0808 2000 247
<a href="#">Modern slavery helpline</a>	08000 121 700
<a href="#">Crimestoppers</a>	0800 555 111
<a href="#">Internet Watch Foundation</a> (IWF)	01223 20 30 30
<a href="#">Information Commissioners Office</a> (ICO)	0303 123 1113

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	Radnor Park Kindergarten	<i>December 2024</i>



# What happens if an allegation of abuse is made against a member of Radnor Park Kindergarten?

EYFS: Section 3 – Safeguarding and welfare requirements

We have introduced this separate policy to remind staff of the measures that can be taken to reduce the risk of any allegations being made against them or another member of staff. It also contains the procedure, which will be undertaken if an allegation is made against a member of staff. This complies with both the Early Years Foundation Stage (2022) and Kent Safeguarding Children Board Procedures.

## How we can protect ourselves?

- If a child sustains an injury whilst in our care, we will record it in the accident book as soon as possible. When the child is collected, we will inform whoever picks the child up about the injury and ensure that they also sign the accident book.
- If a child arrives with an injury sustained elsewhere, we will ask for an explanation and again record this in the accident book and ask whoever has brought in the child to sign the record.
- We will ensure that all staff undertake regular child protection training.
- We will ensure that all parents understand our role and responsibility in child protection. Within the nursery this will be to parents in writing within the prospectus before the child begins to attend Radnor Park Kindergarten.
- Our behavioural management policy states that no physical sanctions will be used, and we will ensure that everyone complies with it in all rooms within the setting.
- We will try to avoid situations where an adult is left alone in a room with a child. If this does occur, we will make sure that the door is left open and there are other people around.
- We will avoid engaging in rough physical play with children- as this may be misconstrued and could cause accidental injury to a child.
- We will avoid doing things of a personal nature for children that they can do for themselves.
- We will take up references, including one from the candidate's last employer, and will always question any gaps in employment history.
- We will encourage an open-door ethos, to enable staff to talk to senior managers if they have concerns about the conduct of any of their colleagues.

## What happens if an allegation of abuse is made against a member of staff in the Setting?

- If anyone makes an allegation of abuse against a member of our staff, Emily Sargeant our Designated Safeguarding Lead or Deputy Leads Emma Reene, Summer Knight and Ting Healey, Chloe Tidy, Tracey Leighton and Ciara Tanner will be informed immediately and will contact: LADO Team: 03000 41 11 11 email : [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)

If a call is urgent i.e. a child is in immediate danger, and the call cannot go through to the officer on Duty, the call should go through to the Front Door on: 03000 41 11 11 Urgent child protection issue outside of office hours:  
Call Out of Hours on: 03000 41 91 91

- They will assess whether the allegation reaches the threshold for referral to Police/Children’s Social Services and advise accordingly regarding further action to be taken in respect of the child and the member of staff.
- The Designated Safeguarding Lead – Emily Sargeant will complete the attached form for recording allegations or complaints made against staff.
- The Designated Safeguarding Lead – Emily Sargeant will not discuss the allegation with the member of staff concerned, unless advised to do so by Children’s Social Services.
- **All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.**
- If Children’s Social Services and/or the police decide to carry out an investigation, **it may be possible that we will be advised to suspend the member of staff, whilst enquiries are carried out.** The kindergarten could also invoke their disciplinary procedure.
- We will not carry out an investigation ourselves **unless** Children’s Social Services and the Police decide it is not necessary for them to do so. We understand that Ofsted may wish to undertake further investigations in some circumstances.

**Guidance for managers completing Checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children in their care.**

1. Record the name and position of member of staff against whom the allegation or complaint has been made.
2. Verbal complaints should be backed up in writing by the complainant if appropriate; some may require immediate action that does not allow time for this to happen.
3. It is important to identify who made the complaint and whether it was received first hand or is a concern that is passed on from somebody else. If this is the case it is better that you receive the information first hand. If a parent, carer or a member of staff at Radnor Park Kindergarten makes a complaint against you it must be passed immediately to your line manager.
4. Record the full name, age and date of birth of the child.
5. The address recorded should be the address at which the child lives with the main carer.
6. If there are one or more alleged incidents, be specific as possible about dates that they are alleged to have happened.
7. Check the attendance register/ diary of work to see if the child was present/seen on that day and the shift patterns of the staff member involved to see if they were working at that time. This will confirm the likelihood of the incident having taken place.
8. If you have received the complaint in writing attach it to the checklist. You can then summarise it on the form.

9. Any other information should be factual. It will be helpful if you can confirm things such as the level of contact that the staff member has with the child and any other minor concerns that may have been raised previously. **Do not attempt to investigate the complaint yourself unless the LADO has handed back this responsibility to the employer.**
10. Remember that if an allegation of abuse is made against a member of our staff you must inform the Designated Safeguarding Lead: Emily Sargeant who will contact the LADO team for further advice.
11. **Ofsted must be informed** if an allegation is made against a member of our staff, even if the LADO team decides no further action is required. Ofsted may do their own investigation to ensure that registration requirements are being met.
12. Make a note of any actions the LADO team or Ofsted advise you to take and the date or times at which you implemented them.
13. **If the allegation is against any of Radnor Park Kindergarten Designated Safeguarding Lead and/or Deputy *Safeguarding Lead*, then you should speak to the proprietor or owner who will follow the procedures above.**

**Checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children in their care**

1. Name and position of staff who is the subject of allegations/complaint:

\_\_\_\_\_

2. Is the complaint: Written or verbal? (delete as necessary)

3. Complaint made by: \_\_\_\_\_ Relationship to child \_\_\_\_\_

4. Name of child \_\_\_\_\_ Age and date of birth \_\_\_\_\_

5. Parent's/carers name(s) and address

\_\_\_\_\_

6. Date of alleged incident/s \_\_\_\_\_

7. Did the child attend on this/these date/s: \_\_\_\_\_

8. Nature of complaint (if received in writing see guidance)

\_\_\_\_\_

9. Other relevant information (continue on a separate sheet if needed):

\_\_\_\_\_

\_\_\_\_\_

10. Social Services \_\_\_\_\_

11. Ofsted contacted at (date and time) \_\_\_\_\_

12. Further actions advised by Social Services Department and Ofsted

\_\_\_\_\_

Your name and position \_\_\_\_\_

Signature \_\_\_\_\_

Today's date and time \_\_\_\_\_

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<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# Online/ E-Safety Policy

EYFS: Section 3 – Safeguarding and welfare requirements

## Policy Aims

This online safety policy has been written by Radnor Park Kindergarten, involving staff, children and parents/carers, building on the Kent County Council/The Education People online safety policy template, with specialist advice and input as required. It takes into account the DfE statutory guidance “ 2018, [Early Years and Foundation Stage](#) 2021 [‘Working Together to Safeguard Children’](#) 2023 and the [Kent Safeguarding Children Board](#) procedures.

The purpose of online safety policy is to:

- Safeguard and protect all members of Radnor Park Kindergarten community online.
- Identify approaches to educate and raise awareness of online safety throughout the community.
- Enable all staff to work safely and responsibly, to role model positive behaviour online and to manage professional standards and practice when using technology.
- Identify clear procedures to use when responding to online safety concerns.

Our nursery is aware of the growth of internet and the advantages this can bring. However, it is also aware of the dangers it can pose and we strive to support children, staff and families to use the internet safely.

We refer to ‘Safeguarding children and protecting professionals in early years settings: online safety considerations’ to support this policy.

The Designated Safeguarding Lead is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to **Emily Sargeant**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalization; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorized into three areas of risk:

- ✓ **Content:** *being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;*
- ✓ **Contact:** *being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and*
- ✓ **Conduct:** *personal online behavior that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.*

Within the nursery we aim to keep children, staff and parents safe online. Our safety measures include:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops, tablets and any mobile devices
- Ensuring all devices are password protected and screen locks. Practitioners are reminded to use complex strong passwords and they are kept safe and secure, changed regularly and are not written down
- Monitoring all internet usage across the setting
- Providing secure storage of all nursery devices at the end of each day
- Ensuring no social media or messaging apps are installed on nursery devices

- Reviewing all apps or games downloaded onto devices ensuring they are age and content appropriate
- Using only nursery devices to record/photograph children in the setting
- Never emailing personal or financial information
- Reporting emails with inappropriate content to the internet watch foundation (IWF [www.iwf.org.uk](http://www.iwf.org.uk))
- Teaching children how to stay safe online and report any concerns they have
- Ensuring children are supervised when using internet connected devices
- Using tracking software to monitor suitability of internet usage (for older children)
- Not permitting staff or visitors to access to the nursery Wi-Fi
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not; comparing people in real life situations to online 'friends'
- When using Skype and FaceTime (where applicable) discussing with the children what they would do if someone they did not know tried to contact them
- Providing training for staff, at least annually, in online safety and understanding how to keep children safe online. We encourage staff and families to complete an online safety briefing, which can be found at <https://moodle.ndna.org.uk>
- Staff model safe practice when using technology with children and ensuring all staff abide by an acceptable use policy; instructing staff to use the work IT equipment for matters relating to the children and their education and care. No personal use will be tolerated (see acceptable IT use policy)
- Monitoring children's screen time to ensure they remain safe online and have access to material that promotes their development. We ensure that their screen time is within an acceptable level and is integrated within their programme of learning
- Making sure physical safety of users is considered including the posture of staff and children when using devices
- Being aware of the need to manage our digital reputation, including the appropriateness of information and content that we post online, both professionally and personally. This is continually monitored by the setting's management
- Ensuring all electronic communications between staff and parents is professional and takes place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents
- Signposting parents to appropriate sources of support regarding online safety at home

If any concerns arise relating to online safety, then we will follow our safeguarding policy and report all online safety concerns to the DSL.

The DSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral
- All concerns are logged, assessed and actioned in accordance with the nursery's safeguarding procedures
- Parents are supported to develop their knowledge of online safety issues concerning their children via Radnor Park Kindergarten website and handouts.
- Parents are offered support to help them talk about online safety with their children using appropriate resources
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern.
- Staff have access to information and guidance for supporting online safety, both personally and professionally
- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material.

**Cyber Security**

***This policy should be read in conjunction with your Data protection and Confidentiality Policy, Acceptable IT Use Policy and GDPR Privacy statement.***

Good cyber security means protecting the personal or sensitive information we hold on children and their families in line with the Data Protection Act. We are aware that Cyber criminals will target any type of business including childcare and ensure all staff are aware of the value of the information we hold in terms of criminal activity e.g. scam emails. All staff are reminded to follow all the procedures above including backing up sensitive data, using strong passwords and protecting devices to ensure we are cyber secure.

To prevent any attempts of a data breach (which is when information held by a business is stolen or accessed without authorisation) that could cause temporary shutdown of our setting and reputational damage with the families we engage with we inform staff not to open any suspicious messages such as official-sounding messages about 'resetting passwords', 'receiving compensation', 'scanning devices' or 'missed deliveries'.

Staff are asked to report these to the manager as soon as possible and these will be reported through the NCSC Suspicious Email Reporting Service at [report@phishing.gov.uk](mailto:report@phishing.gov.uk)

**Key contact personnel at Radnor Park Kindergarten**

**Safeguarding**

Designated Safeguarding Lead: **Emily Sargeant**

Deputy Designated Safeguarding Lead(s): **Emma Reene, Summer Knight and Ting Healey, Chloe Tidy, Tracey Leighton and Ciara Tanner**

Kindergarten Designated Online Protection/ e-safety lead – **Brenley Martin and Chloe Tidy**

Local Authority online safety: – 03000 423164

Safeguarding Team:- 03000 423154

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# CCTV Policy

EYFS: 3.1- 3.8
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The nursery CCTV surveillance is intended for the purposes of:

- Ensuring the health and safety of children, staff and visitors
- protecting the nursery building and resources.

The system comprises of **6** fixed cameras placed outside around the nursery and **4** inside the nursery (located in the administrator and management office and both stairways from the ground floor to the first floor).

The use of CCTV to control the perimeter of the nursery for security purposes has been deemed to be justified by the nursery management. The system is intended to capture images of intruders or of individuals damaging property or removing goods without authorisation or of antisocial behaviour.

## Monitoring

The CCTV is monitored centrally from the nursery office and is registered with the Information Commissioner under the terms of the Data Protection Act. This policy outlines the nursery's use of CCTV and how it complies with the Act. The nursery complies with Information Commissioner's Office (ICO) CCTV Code of Practice to ensure it is used responsibly.

All authorised operators and employees with access to images are aware of the procedures that need to be followed when accessing the recorded images. All operators are trained to understand their responsibilities under the CCTV Code of Practice. All employees are aware of the restrictions in relation to access to, and disclosure of, recorded images.

A copy of this CCTV Policy will be provided on request to staff, parents and visitors to the nursery and will be made available on the website and in the policy file.

## Location of cameras

The location of CCTV cameras will also be indicated and adequate signage will be placed at each location in which a CCTV camera(s) is sited to indicate that CCTV is in operation.

Adequate signage will also be prominently displayed at the entrance to the nursery's property.

## Storage and retention

The images captured by the CCTV system will be retained for a maximum of 30 days, except where the image identifies an issue and is retained specifically in the context of an investigation/prosecution of that issue.

The images/recordings will be stored in a secure environment with a log of access kept.

Access will be restricted to authorised personnel. Supervising the access and maintenance of the CCTV System is the responsibility of the registered person and co- owner.

In certain circumstances, the recordings may also be viewed by other individuals. When CCTV recordings are being viewed, access will be limited to authorised individuals on a need-to-know basis.



Recorded footage and the monitoring equipment will be securely stored in a restricted area. Unauthorised access to that area will not be permitted at any time. The area will be locked when not occupied by authorised personnel.

When accessing images two authorised members of staff must be present. A written record of access will be made. A record of the date of any disclosure request along with details of who the information has been provided to (the name of the person and the organisation they represent), why they required it and how the request was dealt with will be made and kept, in case of challenge.

### **Subject Access Requests (SAR)**

Individuals have the right to request access to CCTV footage relating to themselves under the Data Protection Activity / GDPR.

Individuals submitting requests for access will be asked to provide sufficient information to enable the footage relating to them to be identified. For example, date, time and location.

The nursery will respond to requests within 14 calendar days of receiving the request. The nursery reserves the right to refuse access to CCTV footage where this would prejudice the legal rights of other individuals or jeopardise an on-going investigation.

A record of the date of the disclosure along with details of who the information has been provided to (the name of the person and the organisation they represent) and why they required it will be made.

Where footage contains images relating to 3rd parties, the nursery will take appropriate steps to mask and protect the identities of those individuals.

### **Responsibilities**

The management team will ensure:

- That the use of CCTV systems is implemented in accordance with this policy
- They oversee and co-ordinate the use of CCTV monitoring for safety and security purposes
- That all CCTV monitoring systems will be evaluated for compliance with this policy
- That the CCTV monitoring is consistent with the highest standards and protections
- They review camera locations and be responsible for the release of any information or recorded CCTV materials stored in compliance with this policy
- That the perimeter of view from fixed location cameras conforms to this policy
- That all areas being monitored are not in breach of an enhanced expectation of the privacy of individuals
- That external cameras are non-intrusive in terms of their positions and views of neighbouring residential housing and comply with the principle of "Reasonable Expectation of Privacy"
- That monitoring footage are stored in a secure place with access by authorised personnel only
- That images recorded are stored for a period not longer than 30 days and are then erased unless required as part of a criminal investigation or court proceedings (criminal or civil).
- That camera control is solely to monitor suspicious behaviour, criminal damage etc. and not to monitor individual characteristics. However, If we have any reason for concern or incident takes place we will look at footage and use the information gained to rectify a situation or put relevant measures in place if needed.

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# Intimate Care Policy

EYFS: 3.1, 3.2, 3.4, 3.6, 3.7.

At Radnor Park Kindergarten we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required.

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key persons with the exception of first aid treatment which must be carried out by a qualified paediatric first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. paediatric first aid training, specialist medical support
- Ensuring children are afforded privacy during intimate care routines whilst balancing this with the need to safeguard children and staff. No nappy changes or intimate routines will take place behind closed doors
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the Parents as partners policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of the Safeguarding children and child protection policy, including how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the Safeguarding children and child protection policy
- Operating a Whistleblowing policy to help staff raise any concerns about their peers or managers and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery
- Conducting working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff including intimate care routines
- Conducting regular risk assessments on all aspects of the nursery operation including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the manager at the earliest opportunity.

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## Safe and Respectful Care

EYFS: 3.1, 3.2, 3.4, 3.6,3.7.

At Radnor Park Kindergarten we believe that all children need to feel safe, secure and happy. This involves nursery staff being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes.

To promote good practice and to minimise the risk of allegations we have the following guidelines:

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice
- When changing children's nappies, soiled or wet clothing, we leave the doors open
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to tell them they love them and we advise staff to report any such observed practice
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks
- All staff are aware of the Whistleblowing policy and the manager visits the rooms throughout the day to ensure safe practices.

If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the manager at the earliest opportunity. Management will challenge inappropriate behaviour in line with the Supervisions policy, Disciplinary procedure or Whistleblowing policy. If the concern relates to the manager and/or nursery owner then parents should contact Ofsted **0300 123 1231** or the local safeguarding partner (LSP) **03000 423154**

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# Whistleblowing

EYFS: 3.4 – 3.18 and 3.22

Whistleblowing is the term used when a worker passes on information concerning wrongdoing.

At Radnor Park Kindergarten we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective. We recognise that there may be occasions where this may not happen and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.

We expect all team members to talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

## Legal framework

The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures.'

A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that any of the following is being, has been, or is likely to be, committed:

- A criminal offence
- A miscarriage of justice
- An act creating risk to health and safety
- An act causing damage to the environment
- A breach of any other legal obligation or concealment of any of the above
- Any other unethical conduct
- An act that may be deemed as radicalised or a threat to national security.

Disclosures do not have to be made 'in good faith' but they must be made in the public interest. This is essential when assessing a disclosure made by an individual.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

## Disclosure of information

If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is, or may be, or is likely to be, in risk of danger and/or one or more of the following may be happening, you **MUST** use the nursery's disclosure procedure set out below:

- That a criminal offence has been committed or is being committed or is likely to be committed

- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS, Equalities Act 2010)
- That a miscarriage of justice has occurred, is occurring, or is likely to occur
- That the health or safety of any individual has been, is being, or is likely to be endangered
- That the environment, has been, is being, or is likely to be damaged
- That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

**Disclosure procedure**

- If this information relates to child protection and safeguarding then the nursery’s Safeguarding children and child protection policy should be followed, with particular reference to the staff and volunteering section
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to another member of the management team or Ting and Damien Healey
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the kindergarten manager Emily Sargeant.
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- We give all of our staff the telephone numbers of the Local Authority Designated Officer (LADO) 03000 410 888, the local authority children’s social care team and Ofsted so all staff may contact them if they cannot talk to anyone internally about the issues or concerns observed, these are provided in the policies given to staff at induction and when updated annually.

**Piccadilly Gate  
Store Street  
Manchester  
M1 2wd  
03000 123 1231  
Web: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)**

By registering a formal complaint with OFSTED an Officer in most cases will be sent to the Nursery to carry out a further investigation. If applicable, a report would then be sent with action points.

If you are worried about a child, please contact Safeguarding team - **Folkestone and Hythe** - 03000 423 154

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<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# Mobile Phone and Electronic Devices with Imaging and Sharing Capabilities Use

EYFS: 3.1-3.8
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*This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically capable of connecting us to the outside world. We will adapt the policy to include all devices we deem necessary to safeguard children.*

*Re Smart and/or fitness watches: that receive calls and messages are prohibited but ones that only have a capacity to count steps are allowed.*

## **Mobile phones and other electronic devices with imaging and sharing capabilities that accept calls, messages and video calling**

At Radnor Park Kindergarten we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, smartwatches and other electronic devices with imaging and sharing capabilities during working hours.

We use mobile phones supplied by the nursery only to provide a means of contact in certain circumstances, such as outings.

This policy is used in conjunction with our Online safety policy and Acceptable internet use policy, to ensure children are kept safe when using the nursery devices online.

Staff must adhere to the following:

- Mobile phones are either turned off or on silent and not accessed during working hours
- Mobile phones and smartwatches can only be used on a designated break and then this must be away from the children
- Mobile phone and smartwatches must be stored safely in the phone box in the administrators room at all times during working hours
- No personal device is allowed to be connected to the nursery Wi-Fi at any time
- The use of nursery devices, such as tablets, must only be used for nursery purposes
- The nursery devices will not have any social media or messaging apps on them, except those used by management for nursery purposes only
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age and content appropriate apps are accessible to staff, or children using them
- Passwords and/or passcodes for nursery devices must not be shared or written down, and will be changed regularly
- During outings, staff must only use mobile phones belonging to the nursery
- Only nursery owned devices will be used to take photographs or film videos
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use.

**Parent use of mobile phones and smartwatches**

Parents are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children. We will ask any parents using their phone inside the nursery premises to finish the call or take the call outside. We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.

Parents are requested not to allow their child to wear or bring in devices that may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded and also protects their property as it may get damaged or misplaced at the nursery.

**Visitors' use of mobile phones and smartwatches**

Visitors are not permitted to use their mobile phones or smart watches whilst at nursery and are asked to leave them in a safe secure place such as the administrators office for the duration of their visit.

**Photographs and videos**

At Radnor Park Kindergarten we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings (including CCTV) taken of children in our nursery are only done with prior written permission from each child's parent and only share photos with parents in a secure manner. We will obtain this permission when each child is registered and update it on a regular basis to ensure that this permission is still valid.

We ask for individual permissions for photographs and video recordings for a range of purposes including use in the child's learning journey, for display purposes, including our nursery website and prospectus and for security in relation to CCTV. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey. Photographs and videos will not be taken in areas where intimate care routines are carried out.

If a parent is not satisfied about one or more of these uses, we will respect their wishes and find alternative ways of recording their child's play or learning.

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices e.g. cameras, mobiles, tablets or smartwatches and may only use those provided by the nursery. The nursery manager will monitor all photographs and recordings to ensure that the parents' wishes are met and children are safeguarded.

Parents and children are not permitted to use any recording device or camera (including those on mobile phones or smartwatches) on the nursery premises without the prior consent of the manager.

During special events, e.g. Christmas or leaving parties, staff may produce group photographs to distribute to parents on request. In this case we will gain individual permission for each child before the event. This will ensure all photographs taken are in line with parental choice. We ask that photos of events such as Christmas parties are not posted on any social media websites or other platforms areas without permission from the parents of all the children included in the picture.

**Online learning journals (Parentzone)**

At Radnor Park Kindergarten we use iPads in the rooms to take photos of the children and record these directly on to their electronic learning journeys. We ensure that these devices are used for this purpose only and do not install applications such as social media or messaging sites on to these devices.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>



# Social Networking Policy

EYFS: 3.1-3.8

Social media is a large part of the world we live in and as such at Radnor Park Kindergarten we need to make sure we protect our children by having procedures in place to ensure the safe use.

We use our website to share pictures and videos of the experiences and activities the children have accessed at nursery.

In order to safeguard children we ensure:

- We have prior written permission in place from parents before posting any images of children
- Only the management team and administrator can post on our website.

## Staff use of social media

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the nursery, nursery staff, parents or children.

- When using social networking sites such as Facebook or Instagram we ask staff:
  - Not to name the setting they work at
  - Not to make comments relating to their work or post pictures in work uniform
  - Not to send private messages to any parents or family members
  - To direct any parent questions relating to work via social networking sites, to the manager
  - To ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
  - To report any concerning comments or questions from parents to the manager or designated safeguarding lead
  - To follow the Staff behaviour policy
  - Not to post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way
  - To follow this in conjunction with the Whistleblowing policy.
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

All electronic communications between staff and parents should be professional and take place via the official nursery communication channels, e.g. work emails and phone numbers. This is to protect staff, children and parents.

## Parents' and visitors' use of social networking

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publicly or privately, information about any child on social media sites such as Facebook, Instagram and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

We ask parents **not to**:

- Send friend requests to any member of nursery staff\*
- Screen shot or share any posts or pictures from the nursery on social media platforms (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the nursery with other children in them (e.g. Christmas concert photographs or photographs from an activity at nursery).

We ask parents to:

- Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the Parents as partners policy, Complaints and compliments policy).

## Online Learning Journal using the Parent Zone app Procedure

### Aims

Radnor Park Kindergarten ensures that all children attending the setting have a personal Learning Journal which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.

It will also show children's developmental progress through the different age bands of the EYFS.

### Procedures

Radnor Park Kindergarten uses an online Learning Journal system (Parent Zone), allowing staff and parents to access the information from any computer via a personal, password-protected login App.

Staff access allows input of new observations and photos or amendment of existing observations and photos and may only access the portal during their working hours.

Parent access allows input of new observations and photos or the addition of comments on existing observations and photos – parent logins do not have the necessary permission to edit existing material.

Observations input into the Parent Zone system will be validated by a manager before being added to the child's Learning Journal.

Parents logging into the system are only able to see their own child's Learning Journal.

Parents are asked to sign a consent form giving permission for their child's image to appear in other children's Learning Journals, and to protect images of other children that may appear in any photos contained in their child's Learning Journal.

The Learning Journal is started once the child has started kindergarten. During the first term, entries will be made more frequently as staff get to know the children.

New observational entries to a child's Learning Journal will usually be uploaded within a week of the observation being made.

In all written observations, other children are referred to by an initial and not necessarily by their name.

The kindergarten will try wherever possible to allocate "Parent Zone every week to each member of staff to enable them to upload observations. Any overflow will have to be completed in staff's own time.

Parent Zone is not used as a general communication tool between Kindergarten and home. A child's learning journal is a document recording their learning and development and parents may add comments on observations or contribute photos, videos or information about activities they have been doing at home.

Parents may contact the kindergarten through the usual channels for any other day-to-day matters, e.g. absence, lost property, etc.

### **Security**

The Parent Zone On-line Learning Journal system is certified and registered with ICO, information Commissions Office, which mean they must comply with strict Data protection legislations. The data is kept safe using industry standard security protocols and data storage facilities. These measure up to ISO27001, the international standard in information security management. The data is hosted on a secure UK based, highly resilient data centre follow ITILv3 practices.

Photos and videos taken using the Parent Zone app are not stored on the device used. Any photos taken on the kindergarten tablets will be uploaded into Parent Zone periodically by the Kindergarten Management team only, and then deleted from any hardware. Media taken using the setting's iPad camera will be uploaded into Parent Zone and then deleted from the iPad.

Access to information stored on Parent Zone can only be gained by each parent's unique user I.D. and password.

Staff members are able to see the learning journeys for all of the children in the setting although they will only access those that within their own sections.

Parents can only see their own child's information and are unable to login to view other children's Learning Journals.

Once a child leaves Radnor Park Kindergarten a request will be made for their data to be deleted. After 30 days (to allow for mistakes), the data will be irreversibly deleted. Parent access to Parent Zone will be revoked immediately the child leaves and will only be reinstated if the child returns to the setting. We are currently assessing the possibility of uploading individual children's learning journals onto a USB stick when they leave the setting.

If a member of staff leaves Radnor Park Kindergarten, their access to Parent Zone will be revoked immediately and their details deleted from the system.

Parents must NOT upload any media from Parent Zone onto social media sites.

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<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

## Practitioners Code of Conduct Policy

At Radnor Park Kindergarten we take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed and supported to ensure all children are safeguarded throughout their time here.

### Expected staff behaviour

Within our nursery we expect our staff to:

- Put our children first. The safety, welfare and ongoing development of children is the most important part of their role
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of the wider team, cohesively and openly
- Be aware of their requirements under the Statutory Framework for the EYFS and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- React appropriately to any safeguarding concerns quickly and concisely in accordance with relevant procedures and training received
- Not share any confidential information relating to the children, nursery or families using the nursery
- Maintain the public image of the nursery and do nothing that will put the setting into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional
- Adhere to the Mobile phone and electronic device use policy and Social networking policy
- Report to management immediately any changes in their personal life that may impact on the ability to continue the role. These may include (but are not limited to) changes in police record, medication or any social service involvement with their own children.
- Always be punctual and ready for work during their stipulated times.
- Hair should always be neat and tidy and tied back if over shoulder length during working hours.
- Uniforms should always be worn at whilst at work consisting of issued T-shirts, black cardigan or kindergarten fleece , black tailored trousers and black low -heeled closed toe shoes. Low heeled black sandals with a strong heel grip may be worn from 1st May to 31st October each year, except for Practitioners working in the kitchen, for health and safety reasons.
- Finger nails should be kept neat and short. If staff choose to have coloured nails, only gel nails are allowed, and they MUST be of neutral colour and kept short. If staff do not abide to the nail specification, they may be subject to a warning. No heavy makeup
- Jewellery is limited to a watch, a wedding and engagement ring and stud earrings. Other body piercing is only permitted if they are studs, **no** hoops/rings are permitted as it could cause harm to the children or practitioners.
- All conversations within the kindergarten should always be civil and appropriate and all members of staff should be aware of their voice tones and use of language.
- All members of staff should make themselves aware of all the policies within the kindergarten and abide by them as they protect all the children and other practitioners from potential harm.
- All mobile telephones are to be kept away from the nursery premises and kept in the administrators office in the phone box during working hours. Anyone with an emergency should arrange for the main nursery line to be called and messages or phone calls passed on.
- Comply with the settings Health and Safety Policy and Work Safety at all times.
- Attend work when they are supposed to and work to the best of their ability when they are here.

- Be open, fair and show respect at all times in dealing with children, parents and colleagues.

### Monitoring staff behaviour

Within the nursery we:

- Conduct regular peer observations using all staff and management, during which we observe interactions between staff and children
- Have regular supervisions with all staff in which ongoing suitability is monitored and recorded
- Have a Whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues
- Operate staff suitability checks and clauses in staff contracts to ensure any changes in their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the Safer recruitment of staff policy.

Some behaviours that may cause concern and will be investigated further include:

- Change in moods
- Sudden change in religious beliefs and/or cultural beliefs (which may indicate radicalisation)
- Changes in the way they act towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

### Procedures to be followed:

If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately, we wish to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern regarding the safety or welfare of the children then the Safeguarding children and child protection policy will be followed. In the case of allegations against a staff member, the Local Authority Designated officer (LADO) will be contacted.

All conversations, observations and notes on the staff member will be logged and kept confidential.

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# Inclusion and Equality Policy

EYFS:1.1 – 1.17, 2.4, 2.5, 2.6, 3.1 - 3.68,  
3.80.

*Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals (Birth to 5 Matters, 2021).*

## Statement of intent

At Radnor Park Kindergarten we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all staff, children and families according to their individual needs. Discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation has no place within our nursery.

A commitment to implementing our Inclusion and equality policy is part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the setting manager Emily Sargeant or the proprietors Damien Healey and Ting Healey at the earliest opportunity.

Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, the nursery's disciplinary policy will be followed.

## The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

## The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued
- Providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities or are deemed disadvantaged according to their individual circumstances
- Making reasonable adjustments for children with special educational needs and disabilities to remove barriers and improve access for all

- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our families are listened to, children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity and training all staff about their rights and responsibilities under the inclusion and equality policy.
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see Dealing with discriminatory behaviour policy).

### **Admissions and service provision**

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

### **Recruitment**

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoids discrimination. Shortlisting will be done by more than one person, where possible.

All members of the selection group are committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Vacancies are generally advertised to a diverse section of the labour market. Advertisements avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions are posed which potentially discriminate on the grounds specified in the statement of intent. All candidates are asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates are given the opportunity to receive feedback on the reasons why they were not successful.

We may ask questions (under the Equality Act 2010) prior to offering someone employment in the following circumstances:

- To establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- To establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- To monitor diversity in the range of people applying for work
- To take positive action towards a particular group – for example offering a guaranteed interview scheme

The National College for Teaching and Leadership provides further guidance specific to working with children, which we follow:

*Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.*

*People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.*

*Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.*

## **Staff**

It is our policy not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. They are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the Dealing with discriminatory behaviour policy where applicable to report any discriminatory behaviours observed.

## **Training**

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the Inclusion and equality policy. The nursery strives towards the provision of inclusion, equality and diversity training for all staff on an annual basis.

## **Early learning framework**

We follow the Early Years Foundation Stage statutory requirements and ensure that all learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. Our curriculum encourages children to empathise with others and to begin to develop the skills of critical thinking.

## **We do this by:**

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development
- Listening to children's verbal and non-verbal communication and making children feel included, valued and good about themselves
- Ensuring that we know what each child knows and "can do" and has equal access to tailored early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Knowing children well, being able to meet their needs and know when they require further support
- Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds
- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning



- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of all children are met and help children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

### **Parent information and meetings**

Information about the nursery, its activities, experiences and resources are shared with parents as well as information about their child's development. This is given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings are arranged to give all families opportunities to attend and share information about their child.

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# Special Consideration for Employees Policy

EYFS:3.80
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At Radnor Park Kindergarten we recognise that employees may require special consideration during their employment.

## Legal requirements

The nursery follows the legal requirements set out in The Management of Health and Safety at Work Regulations (1992) and the Equality Act (2010).

This policy should be read in conjunction with our Health and safety - general policy, which has regard to any employees requiring special consideration at the commencement of employment and during the course of it.

## Procedure

The nursery manager:

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the nursery or when their condition or special educational needs and/or disability is obtained
- Carries out necessary risks assessments to support the employee
- Agrees with the staff member any necessary special measures such as training and supervision, arrangements, modifications and medical surveillance
- Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.

## Special educational needs and/or disabilities

If a member of staff has a special educational need and/or disability, we encourage them to tell us about their condition so that we can consider what reasonable adjustments or support may be appropriate.

## Part-time and fixed-term work

Part-time and fixed-term employees are treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is objectively justified.

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## Special Educational Needs and Disabilities (SEND)

EYFS: 1.1 – 1.17, 2.1 – 2.6, 2.9-2.14, 3.1 – 3.8, 3.45-3.47, 3.53 – 3.54, 3.65, 3.68, 3.69, 3.80.

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2023)
- Statutory Framework for the EYFS (2024)

### Special Educational Needs and Disability (SEND) code of practice

The nursery has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

At Radnor Park Kindergarten we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

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

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

- *Has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age...*

### Statement of intent

We are committed to the inclusion of all children at our nursery. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique and we do not attempt to categorise children.

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

We undertake a Progress Check of all children at age two in accordance with the Code of Practice (2015) and statutory framework for the EYFS to support early identification of needs.

We will also undertake an assessment at the end of the Early Years Foundation Stage for any children that remain with us in the final term of the year in which they turn five, as per the statutory framework for the EYFS.

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- Liaising with any professional agencies
- Reading any reports that have been prepared
- Attending any review meetings with the local authority and other professionals
- Observing each child's development and assessing such observations regularly to monitor progress.

All new children will be given a full settling in period when joining the nursery according to their individual needs.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (2015)
- Ensure that all children are treated as individuals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at an accelerated pace e.g. 'more able' are also supported (see the More able and talented children policy)
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities
- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCo) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services where required
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need.

Our nursery Special Education Needs and Disabilities Co-ordinator (SENCo) is Emma Reene and Emily Sargeant

The role of the SENCo in our setting includes:

- Ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- Liaising with professionals or agencies beyond the setting

- Taking the lead in implementing the graduated response approach and supporting colleagues through each stage of the process.

We will:

- Designate a named member of staff to be the SENCo and share their name and role with all staff and parents
- Have high aspirations for all children and support them to achieve their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible
- Signpost parents and families to our Local Offer in order to access local support and services
- Undertake formal Progress Checks and assessments of all children in accordance with the SEND Code of Practice January (2015) and statutory framework for the EYFS (2024)
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools (see our Transitions policy)
- Use the graduated approach response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans are reviewed every 4-6 weeks and work with parents to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the setting has to offer e.g. Makaton trained staff
- Ensure the effectiveness of our SEN and disability provision by collecting information from a range of sources e.g. additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

### **Effective assessment of the need for early help**

We are aware of the process for early help and adhere to the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be

undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case-by-case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents. It should involve the child and family as well as all the professionals who are working with them
- A teacher, GP, health visitor, early years worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen
- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children 2018*).

### **Graduated response approach**

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

### **Assess**

In identifying a child as needing SEND support, the key person, working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

### **Plan**

Where it is decided to provide SEND support, and having formally notified the parents, the key person and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

### **Do**

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

### Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

### Education and Health Care Plan (EHCP)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- Evidence of the child's developmental milestones and rate of progress
- Information about the nature, extent and context of the child's SEND
- Evidence of the action already being taken by us as the early years provider to meet the child's SEND needs
- Evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- Evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

We will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

We will review this policy annually to ensure it continues to meet the needs of the children, parents and our nursery.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# Dealing with Discriminatory Behaviour Policy

EYFS: 3.1, 3.2, 3.52
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*Policy also links to Safeguarding children and child protection, Prevent duty and radicalisation and Whistleblowing policies.*

At Radnor Park Kindergarten we do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We follow our legal duties in relation to discrimination and record all perceived or actual incidents relating to discrimination on any grounds and report these where relevant to children's parents and the registering authority.

## Definition and legal framework

### Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

### Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity.

Incidents may involve a small or large number of persons, they may vary in their degree of offence and may not even recognise the incident has discriminatory implications, or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes



- Graffiti and other written insults (depending on the nature of what is written)
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people pertaining to the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

## **Our procedures**

We tackle discrimination by:

- Providing inclusive early years practice where all staff are able to identify, understand and break down barriers to participation and belonging and create an ethos of equality
- Consistently promoting the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children and families in the setting. We value diversity and celebrate differences in children and families
- Providing training and support around this subject to support staff understanding and confidence in challenging discriminatory practice
- Challenging any observed instances of inequalities, discrimination and prejudice as they arise in play, conversation, books or other contexts from practitioners, children and families and follow this policy, as outlined below, to ensure that discriminatory behaviours against the protected characteristics are not tolerated within our setting
- Ensuring all children and families have a sense of belonging and they can see themselves and their family's identity reflected in the setting
- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour, stereotyping, bias or bullying taking place in person or via an online arena
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, including behaviour from parents and other staff members
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and recorded appropriately. Any patterns of behaviour should be noted. Perpetrator's and victim's initials may be used in the record.
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing the parents of the child(ren) who are perpetrators and/or victims of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation leads to disciplinary procedures (please see the Disciplinary procedures).

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified
- Persistent offenders are identified
- Effectiveness of nursery policies are monitored
- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding children and child protection policy and the Prevent duty and radicalisation policy in order to safeguard children and families.

### **Nursery staff**

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory, or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	Emily Sargeant	<i>December2024</i>

## Promoting Positive Behaviour

EYFS: 3.1, 3.2, 3.53, 3.54,

At Radnor Park Kindergarten we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading onto a path to self-regulation. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

We implement the early years curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries appropriate to the emotional development of the child. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all our children
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times
- Understand that certain behaviours are a normal part of some young children's development e.g. biting
- Encourage self-regulation, consideration for each other, our surroundings and property
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children
- Encourage parents, carers and other visitors to be positive role models
- Work in partnership with parents by communicating openly
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent
- Promote non-violence and encourage children to deal with conflict peacefully
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where appropriate
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

**The named persons** Sunner Knight and Emma Reene. It is their role to:

- Advise and support other staff on any behaviour concerns
- Liaise with the setting's Special Educational Needs Co-ordinator (SENCo) where a child requires further support, or there are concerns about the impact of the behaviour on a child's education and care
- Along with each room leader will keep up to date with legislation and research relating to promoting positive behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved

- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who are displaying distressed and /or behaviour which challenges, for example, by physically abusing another child or adult e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologising if appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

### **Our promoting positive behaviour procedure is:**

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment or corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well being
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be occasions where a child is displaying distressed and /or behaviour which challenges and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents
- We do not single out children or humiliate them in any way. Where children are displaying behaviour which challenges they will, wherever possible, be distracted and re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Staff do not raise their voices (other than to keep children safe)
- In any case of behaviour which challenges, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an

individual behaviour support plan where a child’s behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children’s and staff’s safety at all times. In these instances, we may remove a child from an area until they have calmed down.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child’s feelings and to help them understand how others might be feeling.

At our nursery, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Staff are encouraged to ensure that all children feel safe, happy and secure
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child’s development and that it should be channelled in a positive way
- Children are helped to understand that using aggression to get things is inappropriate and they will be encouraged to resolve problems in other ways
- Staff will initiate games and activities with children when they feel play has become overly boisterous or aggressive, both indoors and outdoors
- We will ensure that this policy is available for staff and parents and it will be shared at least once a year to parents and staff
- Staff and parents are also welcome to review and comment on the policy and procedure
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

**Anti-bullying**

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children’s development in their early years. Staff will intervene when they think a child is being bullied, however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

This policy was adopted on	Signed on behalf of the nursery	Date for review
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## Biting Policy

EYFS: 3.1, 3.2, 3.53, 3.54,

At Radnor Park Kindergarten we promote positive behaviour at all times. We understand that children may use certain behaviours, such as biting, to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them and to manage interactions with others. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a special educational need and/or disability.

The nursery uses the following strategies to help prevent biting:

- Individual, one-to-one and small group times so that each child is receiving positive attention
- Quiet and cosy areas for children who are feeling overwhelmed to go to
- Stories, puppets and discussions about emotions and feelings including activities and stories that help support children to recognise feelings and empathise with characters and events
- Additional resources for children who have oral stimulation needs, such as teething rings or chew necklaces and chewlery
- Vigilant staff that know the children well are able to identify when children need more stimulation or quiet times
- Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

In the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose to the parents the name of the child who has caused the bite
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad
- Ask the child what they can do to make the 'child who has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session
- If a child continues to bite, carry out observations to try to distinguish a cause e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent ongoing biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten
- If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example, in some cases of autism where a child doesn't have the communication skills, the nursery Health and Safety Co-ordinator will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

This policy was adopted on	Signed on behalf of the nursery	Date for review
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## Children's well-being in the Nursery policy

EYFS 3.45

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the Early Years Foundations Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development, both of which are prime areas of learning and development.

Physical well-being covers everything physical to do with the body:

- Growth and development
- Moving and keeping physically fit
- Caring for personal health (e.g. washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns.

**Mental and emotional well-being includes:**

- **Acknowledging, expressing and coping with feelings and emotions**
- **Thought processes**
- **Reducing stress and anxiety.**

**Social well-being includes:**

- **Relationships**
- **Family (close and extended)**
- **Friends**
- **The feeling of belonging and acceptance**
- **Compassion and caring approaches.**

**Spiritual well-being can cover the following:**

- **Value and beliefs held**
- **Personal identity and self-awareness.**

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor play both inside and outside. We provide nutritionally balanced meals for the children and support our staff to make healthy choices in regards to their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other routines.

Children are provided with quiet and calming areas for rest, sleep and relaxation. This supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers in order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development.

Children’s mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation. This practice supports the process of children building the capacity for self-regulation, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet, including sadness and over-excitement. We support children’s self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practise their self-regulation skills.

Staff use the Promoting positive behaviour policy to ensure a consistent approach.

Staff are able to recognise when a child may need support with their emotions and will provide this one-to-one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations for doing this throughout their life.

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# Staff well-being Policy

EYFS: 3.20-3.23

**This policy links to the Health and safety – general policy, Healthy workplace policy, Absence management policy, Supervisions policy, Safeguarding children and child protection policy and Prevent duty and radicalisation policy.**

At Radnor Park Kindergarten we promote the good health and well-being of all our staff. As a nursery, we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team.

Mental ill-health is usually caused by a combination of work and non-work related factors. There is a myriad of reasons for mental ill-health, from the pressure of ongoing change at work to longer or more intense hours exacerbated by financial pressures at home, or relationship problems and greater caring responsibilities. Striking the balance between what is considered appropriate results, or output, and robust mental health is tricky. We are committed to constantly upskilling ourselves so that we know about how to create and maintain conditions that support and encourage good mental health, as well as recognise the signs of mental ill health and provide appropriate support.

We recognise the importance of safeguarding the mental health of all of our employees, by providing a happy and nurturing working environment. With statistics in the UK showing that each week 1 in 6 of us experiences a common mental health problem, we are committed to acknowledging and supporting our staff's physical and emotional needs.

## **Our ethos**

We know that the care and education of babies and young children is highly rewarding. However, we are also aware of the day-to-day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance and how these pressures, alongside the role of providing high quality care and education to babies and young children, can place a high level of demand on all of our employees.

In order to support our staff team, the management team put procedures in place that ensure staff well-being remains one of the key focuses of our practice. In doing this, we aim to provide our team with a safe, inclusive and nurturing working environment that acknowledges their needs, not just within the workplace but as a whole person.

**Chloe Tidy** is the named member of staff who leads our setting's well-being practice. They offer support on staff well-being and know where to access external support.

Chloe Tidy is also committed to keeping their well-being and mental health knowledge up-to-date and is responsible for reviewing our practices, supporting the developing knowledge of the whole staff team, to ensure we are implementing the necessary strategies to safeguard the well-being of our staff.

### Procedures to minimise work related stress:

- Complete a written stress risk assessment to identify and manage work-related stress related to demands, control, support, relationships, role and change (see Health and Safety Executive advice<sup>1</sup>)
- To ensure staff are supported within the setting, new staff will receive a full induction, so they feel competent and capable to carry out their role and responsibilities
- Staff will receive ongoing training, coaching and mentoring to ensure that they are supported to feel confident in their role and to minimise stress within the workplace
- Regular supervisions take place every 6-8 weeks in which staff well-being is discussed and recorded
- Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis
- Staff are encouraged to have a healthy work-life balance; this is supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. All contributions to work are valued and celebrated
- We carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members
- We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting
- Staff are encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms
- The nursery manager and well-being representative are available for staff to come and discuss any issues or concerns
- The nursery ensures that confidential conversations take place in private, away from other staff members and children
- All information remains confidential or on a need to know basis to support the facilitation of open and honest conversations. However, where the manager or the well-being representative feels there is a question around the safety of the staff member, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate
- We actively promote a culture of mutual respect, tolerance and cooperation tolerance, in line with the British values
- Team meetings are facilitated to support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how the setting maintains a supportive environment
- We promote a culture that supports any staff member who is experiencing a mental health related illness to discuss this and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues
- If the nursery is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the staff member. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate (see Supporting staff members individually section)
- If adjustments are unable to meet the needs of the member of staff or the nursery, then further advice support will be sought
- Staff well-being and staff self-care information is available within designated staff areas
- Leaders and managers support practitioners in a safe culture where bullying, harassment and discrimination is not tolerated, along with a culture that challenges and deals with any inappropriate behaviour in a timely manner.

### Supporting staff members individually

We include well-being as part of our discussions at staff supervision sessions and appraisals. During these sessions, we work with staff on an individual basis, and have well-being discussions to ascertain any individual well-being needs. Where the manager and staff member feel it is appropriate, they will draw up an individual action plan, including reviewing workload and any stress triggers. With the needs of the nursery also in mind, reasonable adjustments will be made for the member

of staff; this could include flexible working agreements, changes in environment, adjustments to jobs role and responsibilities, more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful.

If a member of staff is returning to work after a period of absence, a back to work interview is carried out as per our Absence management policy.

We follow all statutory guidance on the safeguarding of our workforce and as stated, if the manager is concerned about the safety of a member of staff, we will work with the Designated Safeguarding Lead to ask for support from the appropriate external agencies; this is to ensure the continued safety of our workforce at all times.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

## Health and Safety – General Policy

EYFS: All safeguarding and welfare requirements, particular referencing to 3.55-3.67

### **Legal obligation**

*Ultimately Damien Healey and Ting Healey are accountable for health and safety and therefore cannot delegate health and safety duties. Damien and Ting can require staff to cooperate with them and to follow what they are told, but they cannot delegate a duty. There is no problem asking staff to do something e.g. a risk assessment, which is part of the policy, but it remains Damien and Ting's duty to ensure it's done and that it's suitable and sufficient. It would not be a defence to a nursery if a member of staff did not undertake, for example, a risk assessment. The employer must therefore have a system in place to ensure such things are done.*

At Radnor Park Kindergarten we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children, parents and any visitors, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

### **Legal framework**

We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Early Years Foundation Stage (EYFS) Statutory Framework (2024)
- The regulations of the Health and Safety at Work Act (1974) and any other relevant legislation such as Control of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by UK Health Security Agency, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

### **Aims and objectives**

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- Establish and maintain safe working practices amongst staff and children
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training

- Maintain a healthy and safe nursery with safe entry and exit routes
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments
- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low. To maintain the maximum protection for children, staff and parents the nursery:

- Ensures all entrances and exits from the building, including fire exits are clearly identifiable, free from obstruction and easily opened from the inside
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensures that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- Has the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensures that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children
- Ensures that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Ensures there are suitable hygienic changing facilities (see Infection control policy)
- Prohibits smoking or vaping on the nursery premises
- Prohibits any contractor from working on the premises without prior discussion with the officer in charge
- Encourages children to manage risks safely and prohibits running inside the premises unless in designated areas
- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensures all cleaning materials are placed out of the reach of children and kept in their original containers
- Ensures staff wear protective clothing when cooking or serving food
- Prohibits certain foods that may relate to children's allergies, e.g. nuts are not allowed in the nursery
- Follows the EU Food Information for Food Consumers Regulations (EU FIC) by identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- Follows the allergies and allergic reactions policy for children who have allergies or have a reaction at the nursery
- Ensures risk assessments are undertaken on the storage and preparation of food produce within the nursery
- Familiarises all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provides appropriately stocked first aid boxes and check their contents regularly
- Ensures children are supervised at all times
- Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors
- Ensures no student or volunteer is left unsupervised at any time
- Ensures staff paediatric first aid certificates or a list of staff who hold a current PFA certificate are on display (and/or made available to parents).

## Responsibilities

The designated Health and Safety Officer in the nursery is **Tracey Leighton**

The employer has overall and final responsibility for this policy being carried out at:

**Radnor Park Kindergarten**

**5-6 Westbourne gardens**

**Folkestone**

**Kent**

**CT20 2JA**

Ting Healey or management team will be responsible in his absence.

All employees have the responsibility to cooperate with senior staff and the manager to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations and duties will be regarded as a disciplinary matter (see separate Disciplinary procedure).

Whenever a member of staff notices a health or safety issue or problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the setting manager or duty manager.

Daily contact, monthly staff meetings and health and safety meetings provide consultation between management and employees. These include health and safety matters.

### Health and safety training

Person responsible for monitoring staff training is **Emily Sargeant and Brenley Martin**.

Health and safety is covered in all induction training for new staff.

### Training table

Area	Training required	Who
Paediatric First Aid	Course	All staff
Dealing with blood	In house training/course	All staff and students
Safeguarding children and child protection	In house training/course	All staff and students
Care of babies	In house training/course	At least half of the staff working with under twos
Risk assessments	In house training/course	All staff
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible
Food hygiene	In house training/course	Anyone involved in preparing and handling food

Allergy awareness	In house training/course	All staff and students
Manual handling	In house training/course	All staff and students
Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All staff
Fire marshal duties	External course	Fire marshal
Medication requiring technical or medical knowledge e.g. Epi Pen	External course	As required
SENCo	External course	SENCo
Supervision and appraisal	External course	Manager, deputy and room supervisors

At least one member of staff on the premises and available at times when children are present MUST hold a full paediatric first aid (PFA) certificate in the nursery and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS (2024). The 12 hour full PFA must be a full course and delivered consistent with the criteria set out in Annex A of the EYFS.

This must be renewed every three years.

In addition to this, all newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work and ongoing in order to be included in the required staff: child ratios at level 2 or level 3.

At nursery, we take in to account the number of children, staff, layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

*All trained first aiders are listed in the Accidents and first aid policy.* Our trained first aiders and first response are **Emily Sargeant, Emma Reene, Chloe Tidy, Tracey Leighton, Summer Quinnel and Ting Healey**. All the practitioner team are first aid trained which is updated every 3 years.

### Health and safety arrangements

- All staff are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources, cleaning equipment, legionella and lone working
- Risk assessments are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our Visits and outings policy
- All equipment, rooms and outdoor areas are checked thoroughly by staff before children access them or the area. These checks are recorded and initialled by the staff responsible. Unsafe areas are made safe where possible or the area is not used to promote the safety of children. In these cases the manager will be notified immediately
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs e.g. easy to access toilet area and fresh drinking water
- We adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises

- We identify and assess any water sources at risk of legionella<sup>2</sup>, and manage these risks including avoiding stagnant water
- All staff and students receive appropriate training in all areas of health and safety which includes risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use benefit risk assessments for particular activities and resources for children
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We have a clear fire safety policy and procedure, which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is shared with all staff, students, parents and visitors to the nursery
- We review accident and incident records to identify any patterns or hazardous areas
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parents receive these updates, as with all policy changes, as and when they happen
- We welcome feedback from staff and parents. They are able to contribute to any policy through informal discussions, the suggestion scheme and/or during regular meetings held at nursery.

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<sup>2</sup> <https://www.hse.gov.uk/legionnaires/>



## Arrivals and Departures Policy

At Radnor Park Kindergarten we give a warm welcome and goodbye to every child and family on their arrival and departure, as well as ensuring the safety of children, parents, visitors, employees, volunteers and students.

Parents unfortunately do not come into the setting during drop off and collection. This procedure is in place to prevent children becoming unsettled and distressed by unfamiliar faces and the constant coming and goings of parents in and out of the building, it prevents any disruption to the children's routine. However, the setting has an open door policy and parents are encouraged to visit the setting for various events and purposes and are kept in touch via the 'Parent zone' online app.

During arrival parents are requested to pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a member of staff from the child's section). Once the child is settled in their room, as soon as reasonably possible a member of staff from their section records his/her arrival in the daily attendance register. The staff member also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the staff member must ensure that the Medication procedure is followed and the medicine book completed by the parent with the correct information and check the information before the parent leaves.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. Photo identification and/or a password and full name given is required, where possible, for the designated adult. Parents are informed about these arrangements and reminded about them regularly. Other than the parents or legal guardian of the child, we do not allow anyone under the age of 18 to collect. If anyone under the age of 18 arrives to collect a child, the parent will be contacted.

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent in addition to what may already be shared via electronic systems e.g. meals, sleep time, nappy changes and photos of the day. The parent should be told about any accidents or incidents and the appropriate records must be signed by the parent before departure. Where applicable, all medicines should be recovered from the medicine box or medicine fridge after the parent has arrived and handed to him/her personally. The Medication policy is to be followed regarding parent signatures.

The nursery will not release a child to anyone other than the known parent unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent being delayed and arranging for a designated adult to collect a child, the parent should inform the designated adult of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent or their emergency contact number (please refer to the Late collection and non-collection of children policy).

On departure, the staff members in the child's section must mark the attendance register immediately to show that the child has left the premises.

Parents will be informed and reminded not to allow any other person onto the premises when dropping off or collecting to ensure safety at all times.

In the unlikely event that someone gains unauthorised access to the premises and if it feels safe to do so, a member of staff will ask the person the purpose of their visit. If needed our Lockdown procedure will be initiated by staff and the police will be called. In any cases where someone has gained unauthorised access to the premises, we will revisit our Arrivals and departures procedures and risk assessment.

#### **Adults arriving under the influence of alcohol or drugs**

Please refer to the Alcohol and substance misuse policy.

#### **Arrivals and departures of visitors**

For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit e.g. in the visitors book. Please refer to 'the Supervision of visitors policy for further information.

#### **Staff, students and volunteers**

Staff, students and volunteers are responsible for ensuring they sign themselves in and out of the building, including on breaks and lunchtimes.

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<i>December 2023</i>	Emily Sargeant	<i>December 2024</i>

## Sickness and Illness

EYS:

EYFS: 3.45, 3.46, 3.47, 3.48

At Radnor Park Kindergarten we promote the good health of all children attending including oral health by:

- Asking parents to keep children at home if they are unwell. If a child is unwell, it is in their best interest to be in a home environment rather than at nursery with their peers
- Asking staff and other visitors not to attend the setting if they are unwell
- Helping children to keep healthy by providing balanced and nutritious snacks, meals and drinks
- Minimising infection through our rigorous cleaning and hand washing processes (see Infection control policy)
- Ensuring children have regular access to the outdoors and having good ventilation inside
- Sharing information with parents about the importance of the vaccination programme for young children to help protect them and the wider society from communicable diseases
- Sharing information from the Department of Health that all children aged 6 months – 5 years should take a daily vitamin
- Having areas for rest and sleep, where required and sharing information about the importance of sleep and how many hours young children should be having.

### Our procedures

In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the nursery day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time we care for the child in a quiet, calm area with their key person (wearing PPE), wherever possible
- We follow the guidance published by UK Health Security Agency for managing specific infectious diseases<sup>3</sup> and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery
- Should a child have an infectious disease, such as sickness and diarrhoea, they must **not return to nursery until they have been clear for at least 24 hours**
- We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection
- We notify Ofsted as soon as is reasonably practical, but in any event within 14 days of the incident of any food poisoning affecting two or more children cared for on the premises
- We ask parents to keep children on antibiotics at home for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell). This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager or duty manager and is non-negotiable
- We make information and posters about head lice readily available and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice, we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.

<sup>3</sup> <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/managing-specific-infectious-diseases-a-to-z>

### **Meningitis procedure**

If a parent informs the nursery that their child has meningitis, the nursery manager will contact the Local Area Infection Control (IC) Nurse. The IC Nurse will give guidance and support in each individual case. If parents do not inform the nursery, we may be contacted directly by the IC Nurse and the appropriate support given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted where necessary.

### **We will follow the transporting children to hospital procedure in any cases where children may need hospital treatment.**

The nursery manager or selected staff member must:

Inform a member of the management team immediately

- Call 999 for an ambulance immediately if the illness is severe.
- Follow the instructions from the 999 call handler
- Whilst waiting for the ambulance, a member of staff must contact the parent(s) and arrange to meet them at the hospital
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

This policy will be reviewed at least annually in consultation with staff and parents and/or after a significant incident, e.g. serious illness and/or hospital visit required.

### **What to do in the event of a possible poisoning incident:**

In the event that a child or adult has a suspected case of ingesting, touching or breathing in poison, as soon as we are safely able to do so, it is imperative that we call 111 or 999 as a matter of urgency, and to relay the following information to the operator:

1. The full name of the child/adult infected
2. Their date of birth
3. Any symptoms, reactions or illness that the child/adult is displaying
4. What food, drink, plant, bulb, seed substance etc., that may have been ingested (if known)
5. How much has been eaten
6. If a plant, what part(s) have been eaten
7. How much time has elapsed since the food / plant was eaten / touched
8. To include a photo of the plant / food possible

When should we call emergency services:

If we are concerned with the welfare of a child or adult on our premises, we will always call either 111 as soon as the child or adult is comfortable, for medical advice, or 999 immediately for any medical emergency where the child or adult is in imminent or suspected risk of rapid deterioration of their condition.

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# Infection Control

EYFS: 3.45, 3.46, 3.46

At Radnor Park Kindergarten we promote the good health of all children attending (including oral health) through maintaining high hygiene standards to help reduce the chances of infection being spread. We follow the health protection in schools and other childcare facilities guidance<sup>4</sup> which sets out when and how long children need to be excluded from settings, when treatment and/or medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus, which is produced when an infected person talks, coughs or sneezes. It can also spread through hand and face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from spreading around the nursery.

Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- Clean and sterilise all potties and changing mats before and after each use
- Clean toilets at least daily and check them throughout the day
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser, or through washing in the washing machine
- Wash or clean all equipment used by babies and toddlers as and when needed, including when the children have placed it in their mouth
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child
- Provide labelled individual bedding for children that is not used by any other child and wash this at least once a week
- Ask parents and visitors to remove all outdoor footwear, or use shoe covers, when entering rooms where children may be crawling or sitting on the floor
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms and make sure that children wear them as well
- Follow the Sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are ill and/or are contagious.

<sup>4</sup> <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

In addition:

- The nursery manager retains the right of refusal of all children, parents, carers, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises
- In the event of an infection outbreak the nursery will, where appropriate, undertake a deep clean to ensure the spread of infection is contained
- We will follow Government health guidance, as well as seeking legal advice and information from our insurers, on any national outbreak of a virus and/or pandemic and keep parents informed of any course of action. Each specific circumstance will differ and to ensure we take the most appropriate action; we will treat each case on an individual basis
- In addition, where contagious outbreaks occur, we will adopt Government guidance for all visitors to minimise the risk of further spreading of the infection
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times. These will be increased during the winter months, or when flu and cold germs are circulating.

### **What happens if my child is ill at home?**

Depending upon the symptoms you may have to consider excluding your child from the Nursery in accordance with our guidelines as stated later in this document.

Children should not be admitted into the setting if they are showing signs of any ailment that could be contagious or could affect the settings ability to care for the child and the other children in attendance.

Similarly, any member of staff who attends work showing signs of an ailment that could affect their ability to carry out their duties will be sent home and a replacement member of staff called in to cover.

Should you consider that your child is well enough to attend we do require that you notify us of ANY illness that has occurred and any medicine you have administered to your child in the 12 hours before attending the nursery. This ensures our team is able to monitor for any signs of reoccurrence or for unusual child behaviour. In some cases, this will also ensure any symptoms of infectious diseases are picked up early and managed effectively.

### **Key Guidelines for Exclusion**

Based upon Health Protection Agency guidance we adhere to the following exclusion periods depending upon the symptoms and illness.

#### **No Exclusion**

Head Lice  
 Conjunctivitis,  
 Tonsillitis  
 Roseola  
 Slapped Cheek  
 Threadworms  
 Hand, Foot and Mouth

#### **24 Hours**

Vomiting – after last symptom  
 Diarrhoea – after last symptom

#### **5 Days from symptoms**

\*Whooping Cough  
 \*German Measles  
 \*Measles

\*Mumps  
Chicken Pox

#### **Other**

\*Scarlet Fever – can return 24 hours after commencing antibiotics  
Scabies – until fully treated  
Ringworm – until treatment  
Impetigo – until lesions have crusted over

**\*Notifiable Diseases** There is a list of notifiable diseases which we have a legal obligation to report to the Health Protection Agency and OFSTED should a child within our care become infected. Some are named in this policy and are shown by an \* by the relevant illness. In these cases, we work closely with you, the parents/carers, the HPA and OFSTED to ensure that all additional advice that may be given is followed through.

#### **Information for Pregnant Mothers**

There are a number of infections which can be harmful to the unborn baby.

These include: Chicken Pox \*German Measles (Rubella) Slapped Cheek \*Measles

If you or your child has been at the Nursery when one of the above infections is present, we advise you to see your GP/Midwife to check if you are immune and seek their professional medical advice.

#### **Antibiotics**

If your child is **prescribed antibiotics they cannot attend the kindergarten until 12 hours after their first dose** in case of a reaction. We are happy to administer antibiotics if your child has been prescribed them by a doctor and prescribed specifically to your child. Please ensure you discuss with the team your child's illness, dosage & frequency and any possible side effects your child may have from the medication. If the antibiotic is given to your child because of an infectious disease then your child should be excluded from attending the nursery until they are no longer infectious.

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# Absences Management Procedure

At Radnor Park Kindergarten we encourage all our employees to maximise their attendance at work while recognising that employees will, from time to time, be unable to come to work due to sickness, illness, injury or infections. By implementing this policy, we aim to strike a reasonable balance between the pursuit of our business needs and the genuine needs of employees to take occasional periods of time off work because of sickness. This procedure establishes a framework to support individuals and the organisation in times of sickness absence. It ensures that appropriate and consistent advice is provided and that assistance and support is offered to employees and, where necessary, action is taken.

## Principles

We promote good health and aim to provide a healthy working environment demonstrating commitment to health, safety and the welfare of all staff in order to maximise attendance. Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

## Exclusion periods for contagious illnesses

Working with children means that you are more likely to come into contact with illnesses, which can be highly contagious. We take the health of children and staff very seriously; therefore, if you have any infectious or contagious illness you must adhere to the same exclusion periods as children. This will ensure that you are able to recover appropriately and that the infection or illness is not passed on to other staff, children or parents. The manager will advise you of any exclusion times required.

## Sickness absence reporting procedure

Reporting sickness absence should be done using the following guidelines. Failure to follow these guidelines could delay any sick pay due to you and could possibly result in disciplinary action.

1. On your first day of absence, you **must**:
  - Telephone the nursery yourself and speak to the manager (on duty) before 8.00am – preferably 7.45am
  - Give brief details of your illness and your expected length of absence.

**Text messages and emails are not an acceptable form of communication** for this purpose. Contact someone before 8:00am.

You should contact the nursery every day that you are absent in the first week of absence.

2. On returning to work you must complete a copy of the 'Employee's statement of sickness self-certification form'. This should be signed by nursery management.
3. For absences of more than seven consecutive days, including the weekend and non-working days, you must provide a 'fit note' completed by a qualified medical practitioner for the period of absence.

After returning to work from any sickness absence leave, a 'return to work' interview will be undertaken by the employee and line manager.

During the return to work interview the following will be discussed:

- The reason for absence
- Whether any support is required and/or adjustments to the role (on a temporary or more permanent basis) and what they are. These might include regular catch-up meetings, adjusted work patterns, changes of duties
- Future requirements and expectations e.g. improved attendance.

The return-to-work interview discussion is recorded using a set template and signed by both the manager and employee. A copy is attached to the employee's file.

Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, this is brought to the attention of the employee through a discussion with the manager.



Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague.

The abuse of sick leave and pay regulations may be classified as misconduct and will be dealt with through the Disciplinary procedure.

### **Frequent and/or persistent short-term sickness absence**

Short-term absence may be short periods of one or two days occurring frequently.

Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

- Four self-certified spells of absence in one calendar year
- A total of 10 working days or more of self-certified absence in one calendar year
- Patterns of absence over a period e.g. an individual regularly taking Mondays or Fridays off
- Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time.

### **Long-term sickness absence**

For the purposes of the policy, long-term sickness absence is defined by the nursery as absences lasting over one month.

Where absences have lasted over 10 working days or more, the manager will contact the member of staff concerned to obtain an initial assessment of the sickness or injury.

At this point and where felt appropriate after further assessment of the sickness or injury, the manager will arrange a face-to-face meeting or telephone conference between themselves and the member of staff. The meeting will include:

- Confirming the reasons and nature of the absence and its likely duration
- Ensuring that the member of staff is aware of the nursery's concern regarding their health and necessary absence from work
- Consideration of alternative duties or a shorter working week if this would enable a quicker return to work, subject to medical advice
- Consideration to any personal issues being encountered and discuss possible ways of helping the individual resolve these
- Advising the member of staff that in their best interests they may be asked to see a registered medical practitioner or occupational health provider appointed by the nursery to enable a medical report to be prepared
- Alternatively, and if appropriate, gain agreement from the member of staff to contact their doctor or specialist in order to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

If all other options have been investigated, the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting would be arranged. At this point, and with legal advice, the manager may advise the member of staff on long term sickness absence that unless there are reasonable grounds to believe there will be an improvement in the foreseeable future, their ill health may put their employment at risk with the possibility of termination by reason of capability or suitability to work with children, taking into account any medical information available.

The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. In these circumstances, the nursery will:

- Review the employee's absence record to assess whether or not it is sufficient to justify dismissal
- Consult the employee
- Obtain up-to-date medical advice through the employee's GP and/or occupational health
- Seek legal advice, where applicable
- Advise the employee in writing as soon as it is established that termination of employment has become a possibility
- Meet with the employee to discuss the options and consider the employee's views on continuing employment

- Review if there are any other jobs that the employee could do prior to taking any decision on whether or not to dismiss
- Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health
- Arrange a further meeting with the employee to determine any appeal
- Following this meeting, inform the employee of its final decision
- Act reasonably towards the employee at all times.

Any decision to terminate employment will be taken by the owner making sure the capability procedure has been exhausted.

**Occupational health**

The nursery reserves the right to request employees to attend an appointment with an Occupational Health Advisor (e.g. consultant, GP) during their employment, if it is reasonably deemed necessary due to sickness absence, changes in health or the role, or where it is necessary to seek an expert medical opinion as to whether or not the employee can fulfil their job role or whether any reasonable adjustments should be made to the employee’s role.

The nursery will seek to engage the services of an independent Occupational Health Advisor in situations where expert medical opinion is required and work with them to identify the best course of action in circumstances of sickness absence.

**Access to medical records**

The Access to Medical Records Act 1988 gives individuals the right of access to medical records relating to themselves which have been prepared by a medical practitioner for employment purposes. The Act provides that:

- Employers must gain the consent of employees before requesting reports from medical practitioners
- Employers must inform employees of their rights in respect of medical reports
- The employee has the right of access to the report before the employer sees it, provided appropriate notification is given
- The employer is responsible for notifying the medical practitioner that the employee wishes to have access
- The employee may ask for a report to be amended or may attach a statement to the report
- Having seen the report, the employee may wish to withhold consent to it being supplied.

Where the nursery requests further medical information about the health of staff from an individual’s general practitioner or specialist, or its own occupational health provider, the provisions of the Act will be followed.

Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague or recognised trade union representative.

**Sick pay**

Statutory Sick Pay (SSP) will be paid in accordance with Department for Work and Pensions requirements and no payment will be made for the first three working days in a period of incapacity for work.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# Medication

EYFS: 3.19, 3.46, 3.47
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At Radnor Park Kindergarten we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see Sickness and illness and Infection control policies). If a child requires medicine, we will obtain information about the child's needs for this and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below.

## Medication prescribed by a doctor, dentist, nurse or pharmacist

*(Medicines containing aspirin will only be given if prescribed by a doctor)*

- Prescription medicine will only be given when prescribed by the above and for the person named on the bottle for the dosage stated
- Medicines must be in their original containers with their instructions printed in English
- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration in the medicine book and another member of staff will check these details
- Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
  1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication e.g. if the course of antibiotics changes, a new form will need to be completed
  2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
  3. Parents must notify us **IMMEDIATELY** if the child's circumstances change e.g. a dose has been given at home, or a change in strength or dose needs to be given
- The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist
- The parent must be asked when the child has last been given the medication before coming to nursery and the staff member must record this information on the medication book. Similarly, when the child is picked up, the parent must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication)
- If the child refuses to take the appropriate medication, then a note will be made on the form
- Where medication is 'essential' or may have side effects, discussion with the parent will take place to establish the appropriate response.

## Non-prescription medication *(these will not usually be administered)*

- The nursery will **not** administer any non-prescription medication.
- The nursery will only administer non-prescription medication if the child has a temperature that exceeds 38.5 or has had a wasp / bee sting. The parent will be contacted straight away and be asked to collect their child. If the parent/s is unable to collect their child immediately the medication (calpol) will be administered as precautionary measure.
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner
- On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or antihistamine in particular circumstances such as an increase in the child's temperature or a wasp or bee sting. This form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child, the specific brand name or type of non-prescription

medication and a signed statement to say that this may be administered in an emergency if the nursery CANNOT contact the parent

- An emergency nursery supply of fever relief (e.g. Calpol) and antihistamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child's parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form
- Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms (where appropriate). The child will be closely monitored until the parents collect the child
- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

### **Injections, pessaries, suppositories**

- As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication. For children with long term medical requirements, an Individual Health Care Plan from the relevant health team will be in place to ensure that appropriate arrangements are in place to meet the child's needs.

### **Staff medication**

All nursery staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or feel unwell and cannot meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy.

If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability to care for children they must inform their line manager and seek medical advice. The nursery manager will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in the the lockable cabinet in the administration room or a separate locked container in the nursery room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored securely out of reach of the children, at all times. It must not be kept in the first aid box and must be labelled with the name of the member of staff.

### **Storage**

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children all sections have a lockable medicine box.

Emergency medication, such as inhalers and EpiPens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach. Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children. This lockable medicine fridge is in the administrators office with the child's name clearly written in the original container.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

Medication stored in the setting will be regularly checked with the parents to ensure it continues to be required, along with checking that the details of the medication form remain current.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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# Accidents and First Aid Policy

EYFS: 3.25, 3.45, 3.51, 3.52
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At Radnor Park Kindergarten the safety of all children is paramount and we have measures in place to help to protect children. However, sometimes accidents do unavoidably happen.

We follow this policy to ensure all parties are supported and cared for when accidents or incidents happen<sup>5</sup> and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

## Accidents or incidents

When an accident or incident occurs, we ensure:

- The child is comforted and reassured first
- The extent of the injury is assessed and if necessary, a call is made for medical support or an ambulance
- First aid procedures are carried out where necessary, by a trained paediatric first aider
- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses
- The accident or incident is recorded on an accident book and it is reported to the nursery manager. Other staff who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered
- Parents are shown the accident book and informed of any first aid treatment given. They are asked to sign it the same day, or as soon as reasonably practicable after
- The nursery manager and Health and Safety co-ordinator review the accident books at least monthly for patterns e.g. one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns are investigated by the nursery manager and all necessary steps to reduce risks are put in place
- The nursery manager reports any serious accidents or incidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- The accident books are kept for at least 21 years and three months
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident
- The nursery manager or registered provider will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. Where relevant, such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed
- Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

Location of accident books are situated in each section in a clear plastic holder on the wall.

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<sup>5</sup> An accident is an unfortunate event or occurrence that happens unexpectedly and unintentionally, typically resulting in an injury, for example tripping over and hurting your knee.

An incident is an event or occurrence that is related to another person, typically resulting in an injury, for example being pushed over and hurting your knee.

**Contact Details:**

Organisation	Contact
Ofsted	0300 123 1231
Local authority children's social care team	03000 423154
Local authority environmental health department	0344 2253861
Health and Safety Executive	0300 003 1647
RIDDOR report form	<a href="http://www.hse.gov.uk/riddor/report.htm">http://www.hse.gov.uk/riddor/report.htm</a>
Millie's Mark	<a href="https://www.milliesmark.com/">https://www.milliesmark.com/</a>

**Head injuries**

If a child receives a head injury while in the setting then we will follow this procedure:

- Comfort, calm and reassure the child
- Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedures if this is required (see below)
- If the skin is not broken we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child
- If the skin is broken then we will follow our first aid training and stem the bleeding
- Call the parent and make them aware of the injury and if they need to collect their child
- Complete the accident book
- Keep the child in a calm and quiet area whilst awaiting collection, where applicable
- We will continue to monitor the child and follow the advice on the NHS website as per all head injuries <https://www.nhs.uk/conditions/minor-head-injury/>
- For major head injuries we will follow our paediatric first aid training.

**Transporting children to hospital procedure**

The nursery manager or staff member must:

- Call for an ambulance immediately if the injury is severe. We will not attempt to transport the injured child in our own vehicles
- Whilst waiting for the ambulance, contact the parents and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

## **First aid**

The first aid boxes are located in each section and with a clearly labelled sign

These are accessible at all times with appropriate content for use with children.

The appointed person responsible for first aid checks the contents of the boxes regularly and replaces items that have been used or are out of date.

The staff first aid box is kept in the management office. This is kept out of reach of the children.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

### **The appointed person responsible for first aid is Tracey Leighton**

All of the staff are trained in paediatric first aid and this training is updated every three years. New staff obtain paediatric first aid within the first 3 months of joining the setting

We ensure there is a senior responsible member of the management with a current full (12 hour) paediatric first aid (PFA) certificate on the premises and available at all times when children are present (as per section 3.25, EYFS, 2024).

All first aid trained staff are listed by the front door. When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who holds a current full (12 hour) PFA certificate. A first aid box is taken on all outings, along with any medication that needs to be administered in an emergency, including inhalers etc.

## **Food safety and play**

Children are supervised during mealtimes and food is adequately cut up to reduce the risk of choking. The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used:

- Playdough
- Cornflour
- Dried pasta
- Cooked Jelly only

These are risk assessed and presented differently to the way it would be presented for eating e.g. in tuff trays.

Food items may also be incorporated into the role play area to enrich the learning experiences for children e.g. fruits and vegetables. Children will be fully supervised during these activities.

Food that could cause a choking hazard, including raw jelly, is not used.

## **Personal protective equipment (PPE)**

The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when procuring PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

## **Dealing with blood**

We may not be aware that any child attending the nursery has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.



### **Needle punctures and sharps injury**

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste.

Parents of children requiring needles as part of managing a medical condition should supply the nursery with an approved sharps box for safe disposal. Full boxes will be returned to the parents.

If a needle is found e.g. outside the front of the nursery the local authority must be contacted to deal with its disposal.

We treat our responsibilities and obligations in respect of health and safety as a priority and provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

This policy is updated at least annually in consultation with staff and parents and/or after a serious accident or incident.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# Allergies and Allergic Reactions

EYFS: 3.45, 3.46, 3.48, 3.49

At Radnor Park Kindergarten we are aware that children may have or develop an allergy resulting in an allergic reaction.

We aim to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

## Our procedures

- All staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth and/or tongue, swelling of the airways to the lungs, wheezing and anaphylaxis
- We ask parents to share all information about allergic reactions and allergies on their child's registration form and to inform staff of any allergies discovered after registration
- We share all information with all staff and keep an allergy register in each section, kitchen and management office.
- Where a child has a known allergy, the Health and Safety Coordinator will carry out a full allergy risk assessment and when needed a care plan with the parent prior to the child starting the nursery and/or following notification of a known allergy and this assessment is shared with all staff.
- All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type e.g. nuts, gluten
- The manager, nursery cooks and parents work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu
- Seating is monitored for children with allergies. Where deemed appropriate, staff will sit with children who have allergies and, where appropriate, staff will discuss food allergies with the children and the potential risks
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a paediatric first aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident book and on the allergy register
- If an allergic reaction requires specialist treatment e.g. an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.

## Food Information Regulations (FIR) 2014

We incorporate additional procedures in line with the FIR, including displaying our weekly menus on the parent information board identifying any of the 14 allergens that are used as ingredients in any of our dishes.

## In the event of a serious allergic reaction and a child needing transporting children to hospital

The nursery manager or staff member will:

- Call for an ambulance immediately if the allergic reaction is severe. Staff will not attempt to transport the sick child in their own vehicle
- Ensure someone contacts the parents whilst waiting for the ambulance and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Remain calm at all times and continue to comfort and reassure the child experiencing an allergic reaction. Children who witness the incident may also be well affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the incident
- Where a serious incident occurs and a child requires hospital treatment, Ofsted will be informed.

This policy is updated at least annually in consultation with staff and parents and/or after a serious incident.

**What to do in the event of a possible poisoning incident:**

In the event that a child or adult has a suspected case of ingesting, touching or breathing in poison, as soon as we are safely able to do so, it is imperative that we call 111 or 999 as a matter of urgency, and to relay the following information to the operator:

1. The full name of the child/adult infected
2. Their date of birth
3. Any symptoms, reactions or illness that the child/adult is displaying
4. What food, drink, plant, bulb, seed substance etc., that may have been ingested (if known)
5. How much has been eaten
6. If a plant, what part(s) have been eaten
7. How much time has elapsed since the food / plant was eaten / touched
8. To include a photo of the plant / food possible

When should we call emergency services:

If we are concerned with the welfare of a child or adult on our premises, we will always call either 111 as soon as the child or adult is comfortable, for medical advice, or 999 immediately for any medical emergency where the child or adult is in imminent or suspected risk of rapid deterioration of their condition.

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# Sun Care

EYFS: 3.45

At Radnor Park Kindergarten we are committed to ensuring that all children are fully protected from the dangers of too much sun and UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children’s neck and ears from the sun) to provide additional protection
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date. Sun cream containing nut-based ingredients will not be allowed in the setting
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children’s safety and welfare in hot weather is the nursery’s prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun (UV levels); children will not be allowed in direct sunlight between 11.00am – 3.00pm on hot days from March to October, following NHS sun safety advice
- Shaded areas are provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish to or need to
- Children will always have sun cream applied before going outside in the hot weather and at frequent intervals during the day
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Key persons also work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g. Black and/or Asian colouring.

## Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles. Our bodies create vitamin D from direct sunlight on our skin when we are outdoors. Most people can make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered.

At nursery we find the right balance to protecting children from sunburn by following the NHS guidance. The benefits are discussed with parents and their wishes followed with regard to the amount of sun cream applied.

We also promote the NHS recommendation to parents that all children aged under 5 years should be given vitamin D supplements even if they do get out in the sun.

This policy was adopted on	Signed on behalf of the nursery	Date for review
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# Overall Approach to Risk Assessment

EYFS: 3.65
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*Ultimately the Damien Healey and Ting Healey are accountable for health and safety and therefore cannot delegate health and safety duties. It can require staff to cooperate with them and to follow what they are told but cannot delegate a duty. There is no problem asking staff to do something e.g. a risk assessment, which is part of the policy, but it remains Damien Healey and Ting Healey's duty to ensure it's done and that it's suitable and sufficient. It would not be a defence to a nursery if a member of staff did not undertake, for example, a risk assessment. The employer must therefore have a system in place to ensure such things are done.*

At Radnor Park Kindergarten we take all reasonable steps to ensure staff and children in our care are not exposed to risks. We promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

## Risk assessments

Risk assessments document the hazards or aspects of the environment that need to be checked on a regular basis. These include who could be harmed, existing controls, the seriousness of the risk or possible injury, any further action needed to control the risk, who is responsible for what action, when and how often the action will be undertaken, and how this will be monitored, checked and by whom.

The nursery carries out written risk assessments regularly (at least annually). These are reviewed regularly and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery e.g. a significant piece of equipment is introduced or new activity or experience is planned, we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks. All outings away from the nursery are individually risk assessed and adequately staffed with paediatric first aid trained practitioners. For more details, please refer to the Visits and outings policy.

*Refer to for advice*

*Please refer to the Health and Safety Executive's 'Five Steps to Risk Assessment' <https://www.hse.gov.uk/simple-health-safety/risk/index.htm> for further support with the risk assessment process. The Five Steps to Risk Assessment publication and risk assessment templates can be downloaded from the Health and Safety Executive's website at [www.hse.gov.uk](http://www.hse.gov.uk). Citation Plc can also offer further support with risk assessments at [www.citation.co.uk](http://www.citation.co.uk).*

This policy was adopted on	Signed on behalf of the nursery	Date for review
December 2023	Emily Sargeant	December 2024

# Complaints and Compliments Policy

EYFS: 3.74, 3.75

At Radnor Park Kindergarten we strive to provide the highest quality of care and education for our children and families and believe that all parents are treated with care, courtesy and respect.

We hope that at all times parents are happy and satisfied with the quality and service provided and we encourage parents to voice their appreciation to the staff concerned and/or management. We record all compliments and share these with staff.

We welcome any suggestions from parents on how we can improve our services, and will give prompt and serious attention to any concerns that parents may have. Concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the nursery.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding children and child protection policy.

## Internal complaints procedure

### Stage 1

If any parent should have cause for concern or any queries regarding the care or early learning provided by the nursery, they should in the first instance take it up with the child's key person or room leader. If this is not resolved, we ask them to discuss this verbally with the manager.

### Stage 2

If the issue still remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager. The manager will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within 14 days. The manager will document the complaint fully, the actions taken and the outcome in relation to it in the complaints log book.

(Most complaints are usually resolved informally at stage 1 or 2.)

### Stage 3

If the matter is still not resolved, the nursery will hold a formal meeting between the manager, parent and a senior staff member to ensure that it is dealt with comprehensively. The nursery will make a record of the meeting and document any actions. All parties present at the meeting will review the accuracy of the record, and be asked to sign to agree it and receive a copy. This will signify the conclusion of the procedure.

### Stage 4

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted whenever they have a concern, including at all stages of the complaints procedure, and information on how to contact Ofsted is displayed in the setting. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the nursery's registration. It risk assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, outcomes of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

The record of complaints is made available to Ofsted on request. We will follow this procedure for any other compliments and complaints received from visitors to the provider, where applicable.

**Contact details for Ofsted:**

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

Telephone: **0300 123 1231**

**By post:**

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Parents will also be informed if the nursery becomes aware that they are going to be inspected and after inspection the nursery will provide a copy of the report to parents of children attending on a regular basis.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

## Health and Safety in the Office

EYFS: 3.80

At Radnor Park Kindergarten we take the welfare of our employees seriously and put safeguards in place to help protect the health and safety of all employees. This includes any staff who are required to undertake office duties as part of their role including sitting at a computer.

We carry out risk assessments to assess any health and safety risks to employees carrying out office duties and provide appropriate equipment for their role.

Staff using computers can help to prevent health problems in the office by:

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen
- Maintaining a good posture
- Avoiding repetitive and awkward movements by using a copy keeping frequently used items within easy reach
- Changing position regularly
- Using a good keyboard technique with wrists straight and not using excessive force
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light
- Adjusting the screen controls to prevent eyestrain
- Keeping the screen clean
- Reporting to their manager any problems associated with use of the equipment
- Planning work so that there are breaks away from the workstation.

Seating and posture for typical office tasks:

- Good lumbar support from the office seating
- Seat height and back adjustability
- No excess pressure on underside of thighs and backs of knees
- Foot support provided if needed
- Space for postural change, no obstacles should be under the desk
- Forearms approximately horizontal
- Minimal extensions, flexing or straining of wrists
- Screen height and angle should allow for comfortable head position
- Space in front of keyboard to support hand/wrists during pauses in typing.

If an employee requires additional support, please let the manager know as soon as possible.

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<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>



# Safety Checks

EYFS: 3.54, 3.64, 3.65

At Radnor Park Kindergarten we take reasonable steps to ensure the safety of children, staff and others on the premises including carrying out safety checks on a regular basis in accordance with the timescales set out in the nursery checklists table at the end of this policy.

These include daily safety checks of the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas. The checks are recorded and show any issues and solutions.

*(This policy should be read in conjunction with the Health and safety general policy, Fire safety policy, Overall approach to risk assessments policy, Visits and outings policy and the Equipment and resources policy).*

All staff are trained in health and safety to raise awareness. Staff know how to recognise potential hazards, including near misses in the nursery environment and monitor safety at all times.

**Risk assessments** (refer to the Overall approach to risk assessments policy)

Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk or potential injury, any further action needed to control the risk, who is responsible for what action, when and how often will the action be undertaken, and how will this be monitored and checked and by whom.

The nursery carries out written risk assessments at least annually. These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced or new activity or experience planned, we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks.

All outings away from the nursery are individually risk assessed. For more details refer to the Visits and outings policy.

**Electrical equipment**

Who checks	How often	Location/Tel. no.
Electrician	annually	

- All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level
- We take a risk-based approach, considering the type of equipment and what it is being used for, to make a decision whether to have certain electrical items Portable appliance testing (PAT) tested (as per HSE guidance)
- Electrical sockets are all risk assessed and any appropriate safety measures are in place to ensure the safety of the children.

**Mains information**

Locations of:

- Water stop tap: **Basement in the outside cupboard by the caterpillar entrance.**
- Gas point: **Gas stopcock situated in the main kitchen.**
- Fuse box: **Basement in the caterpillar room.**
- Main electricity box: **Basement in the caterpillar room**

**Dangerous substances**

All dangerous substances including chemicals are kept in locked areas out of children’s reach. All substances are kept in their original containers with their original labels attached. Safety data sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments are kept for all substances and the appropriate personal protection taken and used e.g. gloves, apron and goggles.

**Hot drinks and food**

Hot drinks must only be consumed in the staff room. No bottled or canned drinks, sweets or crisps are to be kept or consumed in the nursery rooms or outside.

**Transport and outings**

The nursery has a comprehensive documented policy relating to outings, which incorporates all aspects of health and safety procedures including the arrangements for transporting and the supervision of children when away from the nursery.

**Room temperatures**

- Staff should be aware of room temperatures in the nursery, ensure that they are suitable at all times .There is a thermometer in each room to ensure this is monitored
- Staff must always be aware of the dangers of babies and young children being too warm or too cold
- Temperatures should not fall below 18°C in the baby rooms and 16°C in all other areas
- Where fans are being used to cool rooms, great care must be taken with regard to their positioning.

**Water supplies**

- A fresh water drinking supply is available and accessible to all children, staff and visitors
- All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C.

**Gas appliances**

- All gas appliances are checked annually by a registered Gas Safety Register engineer
- Carbon monoxide detectors are fitted.

The checklists used in nurseries include:

Checklists	Who checks	How often
Fridge and freezer temperature	Cook	Daily
Food temperature checks	Cook	Every time food is cooked in the oven

This policy was adopted on	Signed on behalf of the nursery	Date for review
December 2023	Emily Sargeant	December 2024

# Manual Handling

At Radnor Park Kindergarten we recognise that there are times when staff need to carry out manual handling especially in relation to lifting babies and young children. Staff must all be aware and adhere to the nursery's Manual handling policy to prevent or minimise injuries resulting from poor manual handling. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

We know that lifting and carrying babies and young children is different to carrying static loads and therefore our manual handling training reflects this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

## Preventing injuries

As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

## Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be at particularly risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven or slippery flooring
- Ensure lighting is adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you

- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

### **Carrying children**

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Do not place the baby or child on your hip. Carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the baby or child a long distance
- Where a baby is young and is unable to hold onto you, ensure you support them fully within your arms
- Avoid carrying anything else when carrying a baby or child. Make two journeys or ask a colleague to assist you
- If a baby or child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm them before continuing
- Students and pregnant staff members will not carry babies or children.

### **Position for lifting**

Stand in front of the load with your feet apart and your leading leg forward. Your weight should be even over both feet. Position yourself, or turn the load around, so that the heaviest part is next to you. If the load is too far away, move toward it or bring it nearer before starting the lift. Do not twist your body to pick it up.

### **Lifting**

Always lift using the correct posture:

- Bend the knees slowly, keeping the back straight
- Tuck the chin in on the way down
- Lean slightly forward if necessary and get a good grip
- Keep the shoulders level, without twisting or turning from the hips
- Try to grip with the hands around the base of the load
- Bring the load to waist height, keeping the lift as smooth as possible.

### **Moving a child or load**

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

### **The task**

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting
- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

### **The environment**

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

**The individual**

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and appropriate change children on changing mats on the floor, encourage children to use steps up to a changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process
- The use of coracles for young babies prevent staff from bending and lifting.

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<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# Healthy Workplace

EYFS 3.44, 3.47, 3.48

At Radnor Park Kindergarten we are committed to providing a workplace which supports and encourages a healthy staff team through staff training, health and safety awareness and supervisions.

## Dress code

Staff must follow our dress code at all times. The dress code is detailed in the 'Staff Code of Conduct' Policy.

## Staff breaks

It is the responsibility of the nursery management team and room leaders to ensure that all staff working over six hours take a break of 30 minutes and ensuring that staff: child ratios are maintained.

Staff under 18 require a break of 15 minutes in circumstances where they work 4.5 hours a day. All breaks are taken away from an employee's normal work area (where possible).

## Personal hygiene

Staff must follow the personal hygiene code at all times and encourage children to adopt the same good personal hygiene code themselves.

Hands must be washed before handling food, after using the toilet or toileting children, after playing outside, wiping noses, messy play activities and after contact with animals.

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed.

## Cleaning

The nursery is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice. The nursery is cleaned daily and regular checks are made to the bathrooms. These are cleaned at least daily (more if necessary i.e. at lunch time). The nappy changing facility and potties are cleaned and disinfected after every use. Any mess caused throughout the day is cleaned up as necessary to ensure that a hygienic environment is provided for staff and the children in our care.

## Kitchen

Staff are made aware of the basic food hygiene standards through appropriate training and this is updated every three years. In addition, we ensure:

- Fridges are cleaned out weekly
- Microwaves are cleaned after every use
- Toasters are cleaned after every use
- The oven is cleaned out regularly and details recorded
- Freezers are cleaned out every three months and details recorded
- Plates, utensils etc. are rinsed before putting in the dishwasher and the dishwasher is cleaned out regularly and details recorded
- All cupboards are cleaned out monthly
- Fridge and freezer temperatures are recorded first thing in the morning by the \*manager/\*cook and last thing at night
- All food is covered at all times in and out of the fridge and dated to show when each product was opened and then used in date order
- Care is taken to ensure that food is correctly stored in fridges
- When re-heating food, the temperature is over 75°C, food is checked with the probe thermometer and recorded, then cooled down before serving. Hot food prepared on the premises is checked with the probe thermometer before serving
- Food served but not used immediately is appropriately covered and placed in the \*fridge/\*freezer within 60 minutes. If this is not followed, food is discarded immediately
- All opened packets are dated when opened and placed in an airtight container e.g. baby food, raisins, cereal etc.
- Blended food is placed in suitable airtight containers, named and dated
- Surfaces are cleaned with anti-bacterial spray

- Only appropriate coloured kitchen cloths are used (please follow the chart on the wall). These are washed daily in the dishwasher on a hot wash
- Windows protected by fly guards are opened as often as possible along with the vents
- All plugs are pulled out of their sockets at the end of each day and switches switched off where practicable (with the exception of the fridge and freezer)
- Children do NOT enter the kitchen except for supervised cooking activities
- \*Doors/\*gates to the kitchen are kept \*closed/\*locked at all times
- Kitchen bins are emptied when full and at the end of each day.

**Laundry Room**

- Washing machine drawers etc. are cleaned regularly
- Tumble dryer lint filters are cleared after every use
- Staff follow HSE guidance on the safe use of tumble dryers including using the 'cool down' cycle is adequate to reduce the temperature of the items and not removing them from the dryer or stacked while hot but as soon as the drying/cooling cycle is complete and only using it for items that appropriate (as per washing label)
- All staff are responsible for filling and emptying the washing machine and tumble dryer, folding clean clothing and other items.

**Baby room**

- Bottles of formula milk are only be made up as and when the child needs them. These are cooled to body temperature (37°C) and tested with a sterilised thermometer to ensure they are an appropriate temperature for the baby to drink safely
- Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water and reheat
- Bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not washed in the dishwasher)
- Content of bottles are disposed of after two hours
- Labelled mother’s breast milk is stored in the fridge
- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Sterilisers are washed out daily.

**Nursery**

- Staff are trained to be aware of general hygiene in the nursery and ensure that high standards are kept at all times
- Regular toy washing rotas are established in all rooms and items recorded. Toys are washed with sanitising fluid
- Floors are cleaned during the day when necessary. Vacuum cleaner bags (where used) are changed frequently
- Staff are requested to use the appropriate coloured mop for the task or area (see chart on wall) and mop heads are washed in a separate wash at least weekly
- Low highchairs and chairs are cleaned thoroughly after every use.
- Every child has its own cot sheet which is washed at the end of every week or whenever necessary
- All surfaces are kept clean and clutter free
- Children are always reminded to wash their hands after using the bathroom and before meals. Staff always encourage good hygiene standards, for example, not eating food that has fallen on the floor
- Staff are positive role models and talk to the children about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

**Staff rooms**

- It is the responsibility of every member of staff to ensure that their staff room is kept clean and tidy
- Fridges are cleaned out weekly
- Microwaves are cleaned after every use
- Surfaces are wiped down daily
- All implements used for lunch or break are washed and tidied away.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# Parents and Visitors Code of Conduct Policy

EYFS:1.16 2.1 2.3, 2.6, 3.2, 3.27, 3.69,  
3.74, 3.75 3.76

## Introduction

At Radnor Park Kindergarten we believe we have a strong partnership with our parents and carers through an open-door policy to discuss any matter.

Unfortunately, in the past year, we have had a couple of incidents that have been upsetting to the team and subsequently believe the time is right to address such conduct.

## Purpose

The Parents and Visitors Code of Conduct (PVCC) is an unsigned agreement between parents, carers and visitors regarding constantly expected behaviour, when engaging with nursery staff, other parents and children, whether face to face or virtually.

Its objective is to ensure a positive working relationships between the nursery staff, parents, carer and the wider community, regarding expected conduct in order to achieve and ensure an atmosphere of mutual and respectful understanding.

### Expected Behaviour towards Staff Team

The nursery welcomes polite and courteous visitors, and our team shall not be treated in a disrespectful manner, which includes acts of shouting, swearing, aggressive behaviour, harassment, discrimination and physical or verbal abuse, either directly or indirectly.

To support a safe and respectful environment we ask all adults that visit the setting to refrain from, but not limited to, exhibiting the following:

- Disruptive behaviour which interferes or threatens the operation of the setting
- Using loud and/or offensive or threatening language including swearing, cursing, using profane language through written communication, telephone calls, in person or on social media platforms
- Use of physical aggression or threatening to do actual bodily harm towards another adult or child
- Approaching someone else's child to discuss or chastise them because of the actions of this child towards their own child.

### Expected Behaviour towards all Children and adults

It is the right of every individual be that a child or adult, to be treated with respect and in a kindly manner, where no discriminatory behaviour will be tolerated. We kindly remind members of the RPK family to ensure that child appropriate language is always used whilst speaking to any adult or child on or near the kindergarten premises.

Should any inappropriate behaviour occur within the setting, the kindergarten reserves the right to exclude the persons and their child permanently from the premises and in exceptional circumstances, to contact the appropriate authorities.



## Golden Rules addendum

### Golden rules

Golden rules help us positively reinforce good choices and behaviour and are a set of agreements that guide behaviour towards others from both the adult and child perspective.

Golden rules are a set of rules that establish shared experiences between children that help them to understand how they should be behaving in addition to supporting practitioners and parents to manage children's behaviour to create a positive space for them to learn and grown.

It is important parents and other key adults in the children's lives share the responsibility for, and become good role models, in ensuring children have every opportunity to develop good habits and safe boundaries. This would include reinforcing positive behaviour through praising children for making good choices, being kind, listening, using kind words, looking after things and being gentle.

It is equally important for parents and practitioners to know the golden rules when it comes to supporting children behaviour, for example if a child is behaving inappropriately, they may ask a young child if they know what golden rule they are breaking and how can they put it right.

Anything we want children to learn should be through developing empathy and being good role models.

Below are some of the golden rules each section is currently working on:

Ladybirds - Kind hands

Bumblebees –Kind hands and feet, walking feet, listening ears.

Dragonflies – Kind hands, walking feet, listening ears, indoor voices.

Caterpillars – Kind hands and feet, good listening, kind words and good sitting.

Butterflies – Kind hands, Kind words, listening ears and sharing.

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<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# Fire Safety

EYFS: 3.55, 3.56, 3.57

At Radnor Park Kindergarten we take reasonable steps to ensure the safety of children, staff and others on the nursery premises in the case of a fire or other emergency through our Fire safety policy and emergency evacuation procedures.

The designated fire marshal is ***Tracey Leighton***

We ensure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises. The designated fire marshal ensures all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) is in working order and seeks advice from the local fire safety officer as necessary.

They also have overall responsibility for the fire drill and emergency evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs e.g. a large intake of children or a new member of staff joins the nursery. These drills are planned to occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

All staff receive fire safety and evacuation training (including as part of induction) to help them understand their roles and responsibilities. This includes the steps they must take to ensure the safety of children, for example keeping fire doors free from obstruction, how to safely evacuate the children and where the evacuation meeting point is situated. Each room has a specific evacuation plan, which includes information such as evacuating non-mobile babies and using alternative exits depending on where the fire may be situated.

The designated fire marshal checks fire detection and control equipment and fire exits in line with the timescales within the checklist below.

## Fire checklist

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)	Duty Managers	Every session	All floors
Emergency lighting	Health and safety officer- Tracey Leighton	Weekly	All floors
Fire extinguishers and blankets	Health and safety officer – Tracey Leighton	Weekly	All floors
	Serviced by Merryweather	Annually	

Evacuation pack	Health and safety officer – Tracey Leighton	Weekly	Each entrance and exit.
Smoke and/or heat alarms	Electrician	Annually	All floors
Fire alarms	Electrician	Annually	All floors
Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside	Duty managers	Each session	All floors

A deputy fire marshal is appointed to over this role when the fire marshal or Health and safety officer is absent.

### Registration

An accurate record of all staff and children present in the building must be kept at all times with children and staff marked in and out on arrival and departure. An accurate record of visitors is kept in the visitor's book. These records are taken out along with the register and emergency contacts list in the event of a fire.

### No smoking/vaping policy

The nursery operates a strict no smoking/vaping policy

### Fire drill procedure

On discovering a fire:

- Calmly raise the alarm by breaking the alarm glass
- Immediately evacuate the building under guidance from the duty manager (collecting children's room registers, where applicable)
- Using the nearest accessible exit lead the children out, assemble on the green directly opposite the kindergarten.
- Close all doors and windows behind you wherever possible.
- The children in the caterpillar and dragonfly section, lead them to the nearest exit and calmly support them to make their way up the stairs.
- On hearing the fire alarm, a member of the baby unit (ladybirds) team will take out the triple pushchairs at the front of the kindergarten in preparation of the evacuation of the babies.
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service and/or police.

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the manager of your location and the identity of the children and other adults with you.

The manager/fire marshal/Duty manager is to:

- Collect the central children's register, where applicable, staff register, nursery mobile/phone, keys, visitor book and fire bag and/or evacuation pack (containing emergency contacts list, nappies, wipes and blankets, etc.)
- Telephone emergency services: dial 999 and ask for the fire service

- In the fire assembly point area – **The green opposite the kindergarten**- check the children against the register
- Account for all adults: staff and visitors
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

### Remember

- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for.

This policy is updated at least annually in consultation with staff and/or after a fire evacuation practice and/or fire.

In the event of immediate danger to the children and staff, in which case staff should evacuate children to the Holy Trinity Church just down the road from the kindergarten 01303 256040 – Address Sandgate Road, Folkestone, CT20 2HQ

In the event of the kindergarten being out of bounds for a long period contact the Grand Hotel on 01303 222222

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>January 2024</i>

# Visits and Outings

EYFS: 3.25, 3.65, 3.66, 3.67

At Radnor Park Kindergarten when possible, we take the children on local outings including walks and visits off the premises. The outings are always planned, and we will always seek parental permission for children to be included in such outings.

## Procedures

Visits and outings are carefully planned using the following procedures along with any local and national guidelines, whatever the length or destination of the visit:

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children
- Written permission will always be obtained from parents before taking children out
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one member of staff will hold a valid and current full paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- We designate one member of staff to be the outing leader, this may be the most senior member of staff attending and it will be their role to take the lead in the event of any emergencies and/or incidents (see Missing child from outings Policy) and any safeguarding or child protection concerns (see Safeguarding children and child protection policy)
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required
- A completed trip register together with all parent and staff contact numbers will be taken on all outings
- Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full with the nursery manager prior to the outing
- All staff will be easily recognisable by other members of the group; they will wear the nursery uniform and high visibility vests or jackets
- Children will be easily identified by staff when on a trip by use of a sticker system. The nursery name, number and mobile number will be displayed
- A fully charged nursery mobile phone will be taken as a means of emergency contact (*staff are reminded of the mobile phone policy and asked to leave personal phones at the setting*)
- In the event of an accident, staff will assess the situation. If required, the group will return to nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery.

## Outings plan

. This plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place
- The estimated time of arrival at the place where they are visiting and expected time they will arrive back at the nursery
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.

- Staff emergency contact numbers
- The route that will be taken.
- Emergency procedures
- The name of the designated first aider and the first aid provision
- The name of the designated safeguarding lead for the outing
- Links to the child's learning and development needs.

### **Missing children**

In the event of a child going missing, the Missing child from outings policy will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding health and safety and code of conduct.

### **In the event of an emergency**

In the event of an emergency whilst out on a visit, we encourage staff to find a safe haven and remain there until the danger passes. If necessary, the police will be contacted if it is safe to do so. Each outing will have a detailed risk assessment, which covers all these risks and is planned ahead.

This could cover other issues such as extreme weather or emergencies such as an ill or injured child, etc.

We will contact parents of the children on the visit to confirm arrangements as soon as it is safe to do so.

Ofsted will be contacted and informed of any incidents.

Further information can be found at:

<https://www.counterterrorism.police.uk/safetyadvice/>

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<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# Missing child from nursery procedure

EYFS: 3.62, 3.73
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At Radnor Park Kindergarten we take all reasonable steps to ensure the safety of children on the premises, we only release children into the care of individuals who have been notified us by the parent and have safety systems in place to ensure that children do not leave the premises unsupervised – intercom system, double doors, locks and CCTV.

In the unlikely event of a child going missing within/from the nursery, we have the following procedure which will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g., a recent photograph and a detailed description of clothing
- The nursery manager will be informed immediately, and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children, so they remain supervised, calm and supported throughout
- The manager will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- The manager will meet the police and parents
- The manager will then await instructions from the police
- In the unlikely event that the child is not found the nursery will follow the local authority and police procedure
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- Ofsted must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced
- Internal use only.

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# Missing Child from Outings Procedure

EYFS: 3.65, 3.66

At Radnor Park Kindergarten we are committed to promoting children’s safety and welfare. This includes where children are on outings and visits. We carry out regular head counts of children throughout any outing or visit. In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g., a recent photograph and a detailed description of clothing
- The organiser will be informed immediately, and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout
- If appropriate, on-site security will also be informed and a description given
- The designated person in charge will immediately inform the police
- The designated person in charge will then inform the nursery who will contact the child’s parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge
- During this period, staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- It will be the designated person in charge or the manager’s responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted must be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>



# No Smoking/Vaping Policy

EYFS: 3.56
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At Radnor Park Kindergarten are committed to promoting children's health and well-being. This is of the upmost importance for the nursery.

Smoking and the use of e-cigarettes has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking/vaping policy within its buildings and grounds. It is illegal to smoke in enclosed places.

All persons must abstain from smoking/vaping while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises.

Staff accompanying children outside the nursery, are not permitted to smoke/vape. We also request that any parents accompanying nursery children on outings refrain from smoking/vaping while caring for the children.

Staff must not smoke/vape while wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff choose to smoke/vape during breaks they are asked to change into their own clothing and smoke/vape away from the main entrance/nursery premises.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We follow Public Health England advice and aim to help staff and parents to stop smoking/vaping by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - [www.smokefree.nhs.uk](http://www.smokefree.nhs.uk)
- Offering information regarding products that are available to help stop smoking

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# Alcohol and Substance Misuse Policy

EYFS: 3.1-3.8, 3.19

At Radnor Park Kindergarten we are committed to taking all necessary steps to keep children safe and well. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for them.

This policy is in line with the Health and Safety at Work Act 1974 and The Misuse of Drugs Act 1971. This should be read in conjunction with the Safeguarding children and child protection policy, Disciplinary procedure and Suitability of staff policy.

## Alcohol

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the nursery clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the nursery will investigate the matter and will initiate the Disciplinary procedure, as a result of which action may be taken, including dismissal. Staff can still be under the influence of alcohol the following day and staff should be aware of this, ensuring this is not the case when starting work.

If they are a parent, the nursery manager and/or designated safeguarding lead will judge if the parent is suitable to care for the child. This may involve calling the second contact/emergency contacts on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the Safeguarding children and child protection procedures. If anyone arrives at the nursery in control of a car under the influence of alcohol the police will be contacted.

Staff, students, parents, carers, visitors, contractors etc. must not bring alcohol onto the nursery premises.

## Substance misuse

Anyone who arrives at the nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately.

If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow.

If they are a parent, the nursery manager and/or designated safeguarding lead will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the Safeguarding children and child protection procedures.

The nursery manager will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If they are a member of staff, Disciplinary procedures will be followed.

If a member of staff is taking medication that may affect their ability to care for children, they must seek medical advice and inform the nursery management team as soon as possible to arrange for a risk assessment to take place. This will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after the children properly.

Any medication on the premises is stored securely, and out of reach of children, at all times.

**If the nursery suspects a member of staff may have a drug or alcohol problem, but there is no evidence**

If the nursery suspects there may be an issue with drugs or alcohol (such as from observations, poor performance, changes in behaviour, sickness and/or staff feedback) but there is no evidence that it is happening during working hours or that they are arriving at work under the influence of drugs or alcohol a meeting will be held with the member of staff and manager to investigate the health concerns.

Support and referral to appropriate services may be offered to the staff member, if this is considered appropriate.

Confidentiality will be maintained at all times.

The staff member will be reminded that Disciplinary procedures will apply if they attend work under the influence of drugs or alcohol.

### **Safeguarding and child protection**

If a parent is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk, we will follow our Safeguarding children and child protection procedures, contacting the local authority children's social care team and the police.

Staff will do their utmost to prevent a child from travelling in a vehicle driven by a parent/carer suspected of being over the alcohol limit or under the influence of illegal drugs. If necessary, the police will be called.

Where an illegal act is suspected to have taken place, the police will be called.

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# Critical Incident

EYFS: 3.1-3.2, 3.55,3.56, 3.63

At Radnor Park Kindergarten we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our nursery is able to operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat or terrorism attack
- National outbreaks of infection or health pandemic
- Any other incident that may affect the care of the children in the nursery.

If any of these incident's impact on the ability of the nursery to operate, we will contact parents via phone or email at the earliest opportunity e.g. before the start of the nursery day.

## **Flood**

There is always a danger of flooding from adverse weather conditions or through the water and central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the nursery manager will make a decision based on the severity and location of this flooding. It may be deemed necessary to follow the same procedure as the fire evacuation procedure. In this instance children will be kept safe and parents will be notified in the same way as the fire procedure (see Fire safety policy).

Should the nursery be assessed as unsafe through flooding, fire or any other incident we will follow our Nursery operational plan and provide care in another location.

## **Fire**

Please refer to the Fire safety policy.

## **Burglary**

The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises.

The manager or most senior member of staff on site will always check the premises as they arrive in the morning.

Should they discover that the nursery has been broken into they will follow the procedure below:

- In an emergency dial 999 or non-emergency dial 101 with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon
- Contain the area to ensure no-one enters until the police arrive
- Where it is safe to do so, the staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice. This may include temporary short-term closure and/or following the relocation procedure under the flood section wherever necessary to ensure the safety of the children
- The manager on duty will help the police with enquiries e.g. by identifying items missing, areas of entry etc.

- A manager will be available at all times during this time to speak to parents, reassure children and direct enquires
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery
- Arrangements will be made to ensure the nursery is made safe and secure again.

### **Abduction or threatened abduction of a child**

We have secure safety procedures in place to ensure children are safe while in our care, including taking reasonable steps to ensure that children do not leave the premises unsupervised and to prevent unauthorised persons entering the premises and at risk of abduction.

Staff are vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed unless staff members allow individuals in. We also have visual reminders about closing the door behind them to prevent tailgating (another person accessing entry behind them). Visitors and general security are covered in more detail in the Supervision of visitor's policy.

Children will only be released into the care of a designated adult; see the Arrivals and departures policy for more details. Parents are requested to inform the nursery of any potential custody proceedings or family concerns as soon as they arise, so the nursery is able to support the child. The nursery will not take sides in relation to any custody arrangements and will remain neutral for the child. If an absent parent arrives to collect their child, the nursery will not restrict access **unless** a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from nursery, we have the following procedures which are followed immediately:

- The staff member will notify management immediately and the manager will take control, dialling 999 and requesting the police, instructions from the emergency response team will be followed
- The parent(s) will be contacted
- All other children will be kept safe and secure, reassured and calmed where necessary
- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may have impacted on this abduction
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was abducted, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of the incident
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

### **Bomb threat/terrorism attack**

If a bomb or terrorist attack threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible, raising the alarm and contacting emergency services as soon as the phone call has ended. The management will follow the fire evacuation procedure and guidance from the emergency services to ensure the safety of all on the premises. The person who took the call will provide as much detail to the emergency services as possible. Ofsted will be notified.

With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.

**Any other significant incidents**

All incidents will be managed by the manager on duty and all staff will co-operate with any emergency services on the scene, where applicable. The fire evacuation procedure will be followed for any other incident that requires an emergency evacuation. Other incidents e.g. no water supply, will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the nursery.

If there is an incident outside of the nursery building and it is safer to stay inside the building, we will follow the Lockdown policy. Emergency services advice will be taken.

**National outbreaks of infection and/or health pandemics**

In the event of a national outbreak of a health pandemic, we will follow Government health advice and guidance, legal advice and advice from our insurance provider.

The setting will remain open as long as we have sufficient staff to care for the children. Depending on the nature of the pandemic we will follow all advice and implement measures to ensure that risks to vulnerable children and staff are minimised. This may include excluding infected children, staff, parents or family members from the setting for a set period of time, to prevent the spread of infection. This decision will be made in consultation with parents, staff, legal advice and our insurance provider. Each case will be reviewed on an individual basis.

The nursery manager will notify Ofsted in the event of a critical incident.

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# Lock Down Policy

EYFS: 3.1-3.2, 3.55,3.56, 3.63

We take all reasonable steps to ensure the safety of children, staff and others on the premises, communicating policies clearly to staff on induction and through training. Parents are informed about the procedures through the prospectus, website and reminders through newsletters.

In the event of an emergency requiring a full lock down, the following procedure will be implemented.

**Lock down procedure**

We will use the lock down procedure when the safety of the children, staff and others on the premises are at risk and we are better placed inside the current building, with doors and windows locked and curtains closed.

We will activate this emergency procedure in response to a number of situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a local risk of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery – as long as it is safer staying in the premises than leaving.

In this case the staff will be notified by the following action:

**Signal for lock down (whistle blown etc.)**

**Signal for all-clear (Bell rung)**

All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them. Staff will make efforts to close and lock doors wherever safe to do so.

All individuals will keep away from the windows and doors and children will be occupied in the centre of the room so they are not placed at risk or are able to see any situation developing outside.

Internal communications will be kept to a minimum. Communication between rooms will be through internal telephones.

The manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation. The manager or acting manager will manage the situation dependent upon the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions.

Once the all-clear has been given externally, the manager will issue the all-clear internally. After this time the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Any children showing worries or concerns will have one to one time with their key person to talk about these.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully and the procedure went as planned. Ofsted will be informed.

Regular drills will be held to practice exercising the lock down procedures, using non-alarming scenarios.

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## Adverse Weather

EYFS: 3.55
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At Radnor Park Kindergarten we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these impact on the ability of the nursery to open or operate, we will contact parents via phone or email.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

### **Flood**

In the case of a flood, we will follow our Critical incident policy to enable all children and staff to be safe and continuity of care to be planned for.

### **Snow or other severe weather**

If high snowfall, or another severe weather condition such as dense fog, gale force winds, is threatened during a nursery day then the management team will decide whether to close the nursery. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all options have been explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

### **Heat wave**

Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun. Children will not be allowed in direct sunlight between 11.00am – 3.00pm on hot days between March and October, following NHS sun safety advice. Shaded areas are provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to. For further details please refer to our Sun care policy.

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# Equipment and Resources

EYFS: 3.54, 3.64

At Radnor Park Kindergarten we organise the premises and equipment to meet the needs of all the children. We provide a wide range of high quality equipment and resources to support the delivery of our early years curriculum. We take reasonable steps to ensure the safety of children and ensure they are not exposed to risks.

To ensure this occurs within the nursery, including in our outdoor areas, we provide:

- A sufficient quantity of equipment and resources for the number of children registered in the nursery
- High quality resources to meet children’s individual needs and interests and promote all areas of children's learning and development
- Opportunities to involve the children in decision making about new resources and equipment, where possible
- A wide range of books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Play equipment and resources which promote continuity and progression and sufficient challenge
- Sufficient storage so resources and equipment can be displayed for children to independently choose and/or stored away safely and then rotated
- Appropriate risk assessments and checks on all resources and equipment before first use to identify any potential risks and again at the beginning and end of every session.

**Cleaning and maintaining of all resources and equipment**

We repair or replace any unsafe, worn out, dirty or damaged equipment whenever required. We maintain an inventory of resources and equipment, recording the date on which each item was purchased and the price paid for it. We carry out an evaluation of the effectiveness of the resources including the children’s opinions and interests. Adults role model and discuss how to use and look after equipment and resources.

We encourage children to put resources back where they belong after use. We will often use silhouettes or pictures to support the children to do this.

This policy was adopted on	Signed on behalf of the nursery	Date for review
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## Fire Policy

The kindergartens aim is to ensure as far as practical, that no child, staff member or parent/carer or visitor suffers illness or injury as a result of a fire or any emergency.

We have developed this Emergency Evacuation Plan (EPP) in order to meet our priorities, which are

- Protection of Life
- Prevention of Spread of Hazard

We carry out risk assessments and fire/emergency evacuation drills on a regular basis, recording and reviewing these to continuously improve our plan.

### Fire Evacuation Procedure

In addition to the displayed fire evacuation notices located at all fire exit points the following actions should be taken in the event of a fire.

#### Our fire/emergency evacuation procedure is as follows:

- The smoke alarms will sound automatically or on noticing a fire the member of staff will activate the alarm by smashing the nearest call point
- The Manager (or Duty Manager in the Office in her absence from the Office) will take the staff signing-in book, children's and staff medication, mobile phone and Visitor's Book to the assembly point. The Room Leaders will ensure they take their emergency back pack containing spare clothes, nappies, wipes etc. with them taken to the assembly point. The fire drill assembly point is located at the front of the building over the road to the green.
- The administrator and (or Other Staff Member as indicated by the Manager) will go to the Baby Room to assist in carrying out non-mobile children.
- The fire drill assembly point is located at the front of the building over the road to the green. In the event of immediate danger to the children and staff, in which case staff should evacuate to the Holly Trinity Church in Sandgate road – 01303 256040. In the vent of the kindergarten being out of bounds for a long period contact The Grand 01303 222222.
- Each room has a clear evacuation procedure and exits are clearly marked. The children are asked to walk calmly, escorted by staff via the nearest safe emergency exit to the assembly point.
- There is an evacuation map in each main exit door on the ground floor to assist the emergency services to know about the layout of the nursery.
- Each Room Leader will take an iPad which has the room register and evacuation bag out to the assembly point. Each Room Leader will count the number of children then call a register and report any staff or child absence as soon as possible to the Manager.
- Each Room Leader will ensure that all staff within the room and all children and staff are evacuated by doing a full sweep, including toilets before exiting the Room.
- Room leaders will close all doors and windows behind them as they proceed out
- The Manager will call 999 from outside the building.
- The children will be kept outside with the staff until the Fire Officer advises either the children are safe to return or parents/carers are contacted to collect the children. We will follow our 'Late collection' Procedure and will maintain OFSTED prescribed ratios of staff to children. At least two staff including the Manager will stay with the children until the last child is collected.
- The first priority when a fire is discovered is the safe evacuation of all children, staff and visitors. Staff are instructed only to try to put out the fire if the children's safety or other adult's safety is not put into unnecessary risk.

#### In the Event of a Fire

- If caught in smoke, have everyone drop to hands and knees and crawl to the exit.
- Pull clothing over mouth to use as a filter for breathing.
- If clothes catch fire, STOP, DROP and ROLL until fire is out.

**Fire Risk Assessment**

- All our fire extinguishers and other fire protection equipment such as fire blankets are fully serviced and checked as appropriate by an approved Fire safety company annually.
- We have Smoke Detectors throughout the nursery all conform to BSEN standards. All Smoke Detectors are checked on a regular basis and these checks are recorded.
- Our Fire Evacuation Procedure is explained on induction to all new staff and students. We carry out Evacuation Procedure Practises at approximately 8-week intervals and all these drills are recorded and any issues are noted and addressed by our 'Health and Safety' Officer.
- All staff are required to sign in and out in the staff register.
- All visitors are required to sign in and out of the Visitor's Book.
- The national NO SMOKING policy within all public buildings must be observed at all times by all members of staff, including all parents and maintenance staff and other members of the public.
- All electrical devices are checked annually by an approved electrician for a PAT test. In between these checks all staff are vigilant in ensuring that all electrical devices are used safely. Any electrical fault must be reported to the Manager immediately.
- The boiler is serviced annually to ensure its safety.

**FIRE DRILLS**

The fire evacuation procedure is emphasised at the induction of ALL staff and students. We carry out fire drills after new staff begin their practice with us to ensure they fully understand the procedures.

- Fire drills are carried out at approximately 8-week intervals at a variety of times. The Person in charge of Health and Safety is responsible for ensuring these fire drills are carried out and any issues are recorded and dealt with appropriately.
- All exits are kept free from obstruction to ensure evacuation can be carried out without swiftly and safely.

**The fire drill record book contains**

- a) Date and time of drill.
- b) How long the drill took.
- c) Whether there were any problems or delayed evacuation.
- d) Any further action taken to improve the drill.

This can be found on the shelf by the main front door.

The fire officer is Tracey Leighton  
Fire Marshalls is Emily Sargeant and Ting Healey

**Evacuation to Off-Site Location which is the Holy Trinity Church Hall**

We would move children to off-site evacuation site, because of a natural disaster or facility hazard, or bomb threat or in an event in which the kindergarten building is damaged or considered unsafe. The staff and children would need to immediately relocate to the holy trinity church – Address: Sandgate Road, Folkestone, CT20 2HQ and remain there until the "All Clear" is declared, or until parent reconsolidation has been organized and parents have been notified when and where to pick up children. Remember to follow the CPP procedure when reuniting children with parents.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# Supervision of children

EYFS: 3.29

At Radnor Park Kindergarten we have suitable staffing arrangements to meet the needs of all children and ensure their safety. The nursery manager is responsible for all staff receiving information on health and safety policies and procedures in the nursery in order to ensure they are adequately supervising the children, including whilst they are eating.

## Supervision

We ensure that children are supervised adequately at all times, whether children are in or out of the building, including eating through:

- Appropriately deploying staff members meeting the ratio and qualification requirements to ensure children’s needs are met and continuing to monitor this across the setting regularly. This includes informing parents about staff deployment and, when relevant and practical, involving them in these decisions
- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff
- Completing registers as soon as children enter and leave the premises and carrying out head counts throughout the day
- Risk assessing activities, experiences and equipment to ensure children are not exposed to unnecessary risks, including removal of any choking hazards and fully supervising any activities that may pose this risk
- Ensuring children are fully supervised at all times when involved in all types of water play as we are aware that children can drown in only a few centimetres of water
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps or stairs
- Support children to identify, minimise and manage risks in their play
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits or outdoors
- Supervising children at all times when eating, monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a member of staff
- Supervising sleeping babies and children and never leaving them unattended
- Never leaving babies or children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Visits and outings policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g. hire of a bouncy castle
- A member of staff MUST supervise the children at all times.

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# Supervision of Visitors

EYFS: 3.63

At Radnor Park Kindergarten we take all reasonable steps to ensure the safety of children in our care.. This includes making sure any visitors to the nursery are properly identified and supervised at all times.

All visitors must sign the visitors’ book on arrival and departure.

Visitors may include prospective parent/carers, other professionals e.g. local authority workers, Ofsted inspectors, people in the community that may come to talk to the children e.g. librarians, contractors to complete work, deliveries etc.

Where applicable, we ask visitors to book in advance, so arrangements can be made to accompany them. Identity is checked of any visitors attending in a professional capacity e.g. Ofsted inspectors, speech and language therapists.

All visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches.

We give each visitor a visitor’s badge to wear to identify themselves to staff and parents within the nursery. A member of staff must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

## Security

- Staff must check the identity of any visitors before allowing them into the main nursery. Visitors to the nursery must be recorded in the Visitors’ Book and accompanied by a member of staff at all times while in the building
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to
- Staff, parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery
- The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

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<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

## Human Resources Personnel

EYFS: 3.9 – 3.13
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At Radnor Park Kindergarten we aim to have a high-quality staff team that act at all times in the best interests of children's safety and welfare. To achieve this, we have a range of policies to support the recruitment, development and retention of staff.

The nursery's policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, safety, care and development
- The requirements of the Early Years Foundation Stage
- The needs of the children, including maintaining continuity of care
- Compatibility between all members of staff and the building of a good team spirit
- Consideration of the advancement of each member of staff both by internal and external training to help them achieve their maximum potential
- Equal pay for work of equal value
- Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We will ensure:

- The provision of a person specification and job description for every member of staff prior to an interview
- All interviews will follow our recruitment procedures to ensure safe and fair and non-discriminatory recruitment occurs
- The provision of a statement of terms and conditions and contract for every member of staff in employment (contract to be received by new employee within two months of commencement of employment)
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on an enhanced Disclosure and Barring Service (DBS) clearance) with the induction procedure and any details of other information relevant for their first day of work
- New members of staff will be provided with copies of all the policies and procedures and we will ensure their understanding and adherence to these over an induction period
- Discrimination or harassment of any member of staff relating to sex, race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third-party harassment by those not employed by the nursery.

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# Staff Development and Training Policy

EYFS: 3.20 – 3.26

We value our staff highly. We believe that personal and professional development is essential for maintaining the delivery of high-quality care and learning for children in their early years. It underpins all aspects of positive interactions and activities planned for children.

In the interests of the nursery, the children, their families and the individual we give every staff member the opportunity to develop their skills to their maximum and to broaden their knowledge and skills in caring for children. A comprehensive and targeted programme of professional development ensures practitioners are constantly improving their understanding and practice. High-quality professional supervision is provided, based on individual performance related targets, consistent and sharply focused observation and evaluations of the impact of staff's practice.

We ensure that 85% of staff are qualified to Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Other staff working at the nursery will either be qualified to Level 2 or undertaking training. Where necessary staff will be supported to achieve a suitable level 2 qualification in English (as defined by the Department for Education on the Early Years Qualifications List) for the completion of the Early Years Educator.

We strongly promote continuous professional development and all staff have individual training records and training plans to enhance their skills and expertise, which are based on discussions at supervision meetings and appraisal meetings. We have a training budget which is set annually and reviewed to ensure that the team gain external support and training where needed.

To facilitate the development of staff we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice
- Provide opportunities for delegation based on skills and expertise to offer recognition and empower staff
- Encourage staff to contribute ideas for change within the nursery and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning
- Encourage staff to further their experience and knowledge by attending relevant external training courses
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the nursery
- Provide regular in-house training relevant to the needs of the nursery
- Carry out regular supervision meetings with all staff. These provide opportunities for staff to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Staff appraisals are carried out annually where objectives and action plans for staff are set out, while also identifying training needs according to their individual needs
- Develop a training plan that sets out the aims and intended outcomes of any training, addressing both the qualification and continuous professional development needs of the nursery and individual staff
- Carry out training need analyses for all individual staff, the team as a whole, and for the nursery every six months
- Promote a positive learning culture within the nursery
- Offer annual team building training
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning
- Provide inductions to welcome all new staff and assign a 'work buddy' to coach, mentor and support new staff
- Offer ongoing support and guidance
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all staff.

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# Supervision Policy

EYFS: 3.22, 3.23

At Radnor Park Kindergarten we implement a system of supervision for all of our staff following their induction and probation period. Supervision is part of the nursery's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for staff and their managers to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Develop their own skills or training needs in order to progress in their role
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability or suitability to work with children. (This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders or changes to their health. These changes are recorded as a declaration on the individual member of staff's supervision form and appropriate action is taken, where applicable, in line with the Safeguarding children and child protection policy and Disciplinary procedure).

The frequency of supervision meetings is bi-monthly according to individual needs. A template agenda is used in all meetings to ensure consistency across the nursery. This clearly sets out who does what and the timeframe, i.e. what the manager is responsible for and what the practitioner needs to do.

There should always be something that a member of staff can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where staff may be struggling to identify areas to discuss in a supervision, we will ask them to identify three things they have enjoyed about their job or that they have done well since the last supervision and one thing they have least enjoyed or requires further improvement. They will be asked to complete this prior to supervision (as set out in their responsibilities).

There may be times when supervision may be increased for members of the team as and when needed, i.e. if they have particular concerns about a child or if they are going through personal circumstances at home, for new starters, staff returning after long-term illness or on request from staff.

It is the responsibility of the manager to plan time to ensure that all staff receive supervision.

At Radnor Park Kindergarten supervision is carried out by the manager or duty manager. If for any reason a supervision is cancelled a new date will be rearranged within 7 days.

All members of staff responsible for carrying out supervision are trained and supported prior to carrying them out.

Staff have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential. The supervision process will be evaluated once a year through staff feedback and is used as part of the overall performance monitoring system at the nursery.

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# Data Protection and Confidentiality

EYFS: 3.69-3.72, 3.80

At Radnor Park Kindergarten we recognise that we hold sensitive and confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy works alongside the GDPR privacy notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and Data Protection Act 2018.

## Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2024 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR), Data Protection Act 2018 and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

## Procedures

It is our intention to respect the privacy of children and their families and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected
- Ensuring staff, student and volunteer inductions include an awareness of the importance of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. This includes ensuring that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, or part of any social discussions outside of the setting. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our Data protection and confidentiality policy and required to respect it
- Ensuring that all staff, volunteers and students are aware that information about children and families is confidential and only for use within the nursery and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the safeguarding circumstances above
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs
- Ensuring staff, students and volunteers are aware of and follow our Social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- Ensuring any concerns or evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our Safeguarding children and child protection policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

**General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) compliance**

In order to meet our requirements under GDPR we will also undertake the following:

- We will ensure our terms and conditions, privacy and consent notices are easily accessed and made available in accurate and easy to understand language
- We will use personal data to ensure the safe, operational and regulatory requirements of running our nursery, these include children’s names and address and authorised persons names and address etc. We will only make contact in relation to the safe, operational and regulatory requirements of running our nursery, these include Parents and Child names and address for FEE funding. We will not share or use personal data for other purposes. Further detail can be found in the GDPR privacy notice
- Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations)
- We will ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
  - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’
  - Understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

**Staff and volunteer information**

- All information and records relating to staff and volunteers will be kept confidentially in a locked cabinet
- Individual staff may request to see their own personal file at any time.

Date protection policy is displayed in the manager’s office

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# Safer Recruitment of Staff

EYFS: 3.9 – 3.26

At Radnor Park Kindergarten we are vigilant in our recruitment procedures aiming to ensure that all people working looking after children are suitable to fulfil the requirements of their role. We have effective systems in place to ensure that practitioners and any other person who may have regular contact with children are suitable.

We follow this procedure each and every time we recruit a new member of staff to join our team.

## Legal requirements

- We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations including our legal responsibilities under the Equality Act 2010
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation. Please refer to the Safeguarding children and child protection policy for further information.

## Advertising

- We use *job sites, social and sometimes social media sites* to advertise for any vacancies.
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safer recruitment procedures, including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

## Interview stage

- All shortlisted candidates receive a job description, a person specification, an equal opportunities monitoring form and a request for identification prior to the interview
- The manager decides the most appropriate people for the interview panel. There will be at least two people involved and both are involved in the overall decision making
- At the start of each interview all candidates' identities are checked using, for example, their passport and/or photo card driving licence. All candidates are required to prove they are eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the nursery. The questions are value based and will ensure the candidate has the same values as the nursery with regards to the safety and welfare of the children in their care
- Candidates will be given a score for their answers including a score for their individual experience and qualifications
- Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the nursery interacting with the children, staff and, where appropriate, parents
- In addition, the manager will carry out an online search for every shortlisted candidate. This may help identify any incidents or issues publicly available online, which may be explored with the applicant at interview
- The manager and the management team will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years framework as well as the needs of the nursery
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.

## Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references

will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file

- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files where applicable
- Prior to employment but after the job has been offered, a health check questionnaire will be given to the employee and its results will be taken into account in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the Absence management procedure for more details about how the nursery manages health problems including access to medical records
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the nursery and they will not have unsupervised access to any child or their records before this check comes back clear. Further to this, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy of any child without an up-to-date enhanced DBS check (whether supervised or not)
- An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad
- The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken
- There may be occasions when a DBS check is not clear, but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's discretion taking into account the following:
  - seriousness of the offence or other information
  - accuracy of the person's self-disclosure on the application form
  - nature of the appointment including levels of supervision
  - age of the individual at the time of the offence or other information
  - the length of time that has elapsed since the offence or other information
  - relevance of the offence or information to working or being in regular contact with children.
- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check
- New starters are required to sign a separate form to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures and be assigned a mentor or buddy who will introduce them to the way in which the nursery operates
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding children and child protection policy, emergency evacuation and lock down procedures, Inclusion and equality policy and health and safety issues
- The new member of staff will have regular meetings with the manager and their mentor or buddy during their induction period to discuss their progress, support required and/or further training and professional development opportunities.

### Ongoing support and checks

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire'). This includes any incidents occurring outside the nursery. Staff will face disciplinary action should they fail to notify the manager **immediately**
- All members of staff will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions and review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the Absence management procedure

- The nursery manager will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. Please see the Disciplinary procedure for further details
- Every member of staff will have two meetings a year with the manager: a formal appraisal and a more informal review. This will provide an opportunity for the manager and member of staff to discuss training needs for the following six months as well as evaluate and discuss their performance in the previous six months
- The manager, duty managers and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback
- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

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<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# Suitability of Staff

EYFS: 3.9-3.18, 3.20-3.26

At Radnor Park Kindergarten we are committed to ensuring that all staff, including students and volunteers are suitable to fulfil the requirements of their role in order to work with or be in regular contact with children. We have effective systems in place to ensure that this includes making a decision about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff and/or student supervision.

The nursery manager is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort staff may work in the nursery before these checks are completed but they must be supervised at all times by staff who already hold an enhanced check and the check has been applied for.

All nursery staff will be informed of any staff awaiting enhanced DBS clearance.

Staff awaiting these checks will **never**:

- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by staff holding an enhanced check
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Be involved in looking at a child's learning and development log, but can contribute to it
- Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the nursery day.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and nursery management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the Safer recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All students will also receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.

Once checks are obtained we record the criminal records check reference number, the date the check was obtained and details of who obtained it.

Following guidance in section 3.11 (EYFS 2021), we request staff complete annual declarations in relation to their ongoing suitability to work with children. Staff are also expected to disclose any circumstances that may affect their suitability to work with children at any time.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

## Staff Working with Their Own Children/Close Relation

EYFS: 3.1, 3.20, 3.80

At Radnor Park Kindergarten we support all employees returning to work after having a baby and understand that there may be times when a member of staff chooses our nursery to provide childcare alongside them working or that there may be occasions when a member of staff is working in the same environment a close relation e.g. niece or nephew.

In these cases we request the member of staff meet with the nursery manager and room leader, where appropriate, to discuss how best this will work alongside the nursery business needs.

We believe children learn best when they are healthy, safe and secure, have their individual needs met and have a positive relationship with the staff caring for them. It is our policy that all staff remain neutral and treat all children as individuals with the same regard.

When looking to accommodate staff members working alongside their own child or close relative in the nursery we will make a decision/agreement based on the following circumstances:

- The individual needs of the child, including if they have any special educational needs and/or disabilities
- The number of rooms/number of staff/staff deployment/ratios
- Age/stage of development of the child
- Staff members expertise and where/when they usually work
- Days/times the child attends
- Transition arrangements.

All decisions will be made on an individual basis; this may be that the child or close relation is better placed within the same room or a different room.

Once a decision has been made an agreed set of guidelines will be developed between the nursery and the member of staff setting out the expectations of working with their child/close relation. This includes that during their time at nursery the child is in the care of the nursery and it is the nursery that retains responsibility for the child and their care, what they will do if they need to cover in different rooms, outdoor play time etc. A similar agreement will be put in place for any staff that may not work within the nursery rooms but own child or family member still attends, e.g. manager, cook, and admin.

Staff caring for another staff member's child will treat them as they would any other parent/child.

Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager will meet with the member of staff to review the agreement and the following will be considered:

- Time left until the child is due to transition to the next room/school
- Temporarily moving the staff member to another room. It is nursery policy to move the staff member and not the child (unless transitioning) so the child continues to be in the appropriate age/stage group and can forge consistent relationships with other children in the group
- Where the staff member is already in another room, but there are concerns there will be an agreement between the staff member, manager and room leader about contact with the child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again

### Breastfeeding

Where a staff member's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.

### Expectations

We ask when a staff members child attends the setting always ensure the handover is at the front entrance and the pickup is at the front entrance and information is exchange the same way as any parent.

We expect a professional relationship when it comes to staff and their children and staff code of conduct and parent code of conduct needs to be taken into consideration.

During working hours staff focus on their role and responsibility as an early years practitioner and the children I their care.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
December 2023	<i>Emily Sargeant</i>	<i>December 2024</i>



# Young Worker Policy

EYFS: 3.4-3.18, 3.20, 3.29
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At Radnor Park Kindergarten we support young workers and apprentices as we foster and shape the workforce of the future. At times there may be students on placement within the nursery. The EYFS (2024) sets out the requirements for young people working in a setting and we will adhere to these requirements at all times.

Suitable students on longer term placements and volunteers (aged 17 or over) who are attending our setting for 2 years or more will be monitored and assessed to determine their competence levels. If we believe that they are suitable and demonstrating the high levels of competence and responsibility we expect from our staff, then we may consider including them in our staff ratios.

Apprentices aged 16 and over who are attending our setting on a long-term placement for 2 years or more, will be monitored and assessed to determine their competence levels. If we believe that they are suitable and demonstrating the high levels of competence and responsibility we expect from our staff, then we may consider including them in our staff ratios.

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor or buddy within the setting who can support their well-being. Any safeguarding concerns will be dealt with according to our Safeguarding children and child protection policy.

Within our nursery we expect our young staff to:

- Read, understand and adhere to all policies
- Take part in our ongoing staff suitability procedures. Declare any reasons why their suitability to work with children may change during their placement
- Share any safeguarding concerns they may have with their buddy or mentor or the Designated Safeguarding Lead
- Maintain a high standard of work, behaviour, appearance and attendance whilst with the nursery
- Undertake a full induction conducted by the nursery
- Access training as required by the management
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point, your placement in the setting will be at risk
- Ensure that the nursery environment is safe and secure for all children at all times and report any issues as they arise
- Help with the day to day running of the nursery by undertaking tasks as determined by the supervisors and management
- Take part in staff meetings and all staff training as required by the nursery.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	Emily Sargeant	<i>December 2024</i>

# Absence Management Procedure

EYFS: 3.80

At Radnor Park Kindergarten we encourage all our employees to maximise their attendance at work while recognising that employees will, from time to time, be unable to come to work due to sickness, illness or infectious. By implementing this policy, we aim to strike a reasonable balance between the pursuit of our business needs and the genuine needs of employees to take occasional periods of time off work because of sickness. This policy and procedure establishes a framework to support individuals and the organisation in times of sickness absence. It ensures that appropriate and consistent advice is provided and that assistance and support is offered to employees and, where necessary, action is taken.

## Principles

We promote good health and aim to provide a healthy working environment demonstrating commitment to health, safety and the welfare of all staff in order to maximise attendance.

Management is responsible for regularly monitoring and taking appropriate action in connection with sickness and other unplanned absence.

## Exclusion periods for contagious illnesses

Working with children means that you are more likely to come in to contact with illnesses, which can be highly contagious. We take the health of children and staff very seriously; therefore, if you have any infectious/contagious illnesses you must adhere to the same exclusion periods as children. This will ensure that you are able to recover appropriately and that this infection/illness is not passed on to other staff, children or parents. The manager will advise you of any exclusion times required (see the sickness and illness and infection control policies).

## Sickness absence reporting procedure

Reporting sickness absence should be done using the following guidelines. Failure to follow these guidelines could delay any sick pay due to you and could possibly result in disciplinary action.

On your first day of absence, you must:

- Telephone the nursery yourself and speak to the manager (or duty manager on duty)
- Give brief details of your illness and your expected length of absence

**Text message and emails are not an acceptable form of communication for this purpose.** Contact someone at 7:50 am . If you are due to start at 12.00am then please attempt to contact the manager at 8.00am.

You should contact the Nursery every day that you are absent in the first week of absence.

- On returning to work you must complete a copy of the 'Employee's statement of sickness self-certification form'. This should be signed by nursery management.
- For absences of more than seven consecutive days, including the weekend/non-working days, you must provide a 'fit note' completed by a qualified medical practitioner for the period of absence.

After returning to work from any sickness absence leave, a 'return to work' interview will be undertaken by the employee and line manager.

During the return to work interview the following will be discussed:

- The reason for absence
- Whether and support is required and/or adjustments to the role (on a temporary or more permanent basis) and what they are. These might include regular catch up meetings, adjusted work patterns, changes of duties
- Future requirements and expectations, e.g. Improved attendance.

The return-to-work interview discussion is recorded using a set template and signed by both the manager and employee. A copy is attached to the employee's file.

Where an employee's attendance record gives cause for concern because of the duration or frequency of absence, this is brought to the attention of the employee through a discussion with the manager.

Throughout any stage of discussions on sickness absence, employees may be accompanied by a work colleague.

The abuse of sick leave may be classified as misconduct and will be dealt with through the disciplinary procedure.

### **Frequent and/or persistent short-term sickness absence**

Short-term absence may be short periods of one or two days occurring frequently.

Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

- Four self-certified spells of absence in one calendar year
- A total of 10 working days or more of self-certified absence in one calendar year
- Patterns of absence over a period, e.g. an individual regularly taking Mondays or Fridays off
- Where an employee's attendance record is significantly worse than those of comparable employees, or absence problems have gone on for a considerable length of time.

### **Long-term sickness absence**

For the purposes of the policy, long-term sickness absence is defined by the nursery as absences lasting over one month.

Where absences have lasted over 10 working days or more, the manager will contact the member of staff concerned to obtain an initial assessment of the sickness/illness.

At this point and where felt appropriate after further assessment of the sickness/illness, the manager will arrange a face-to-face meeting or telephone conference between themselves and the member of staff. The meeting will include:

- Confirming the reasons and nature of the absence and its likely duration
- Ensuring that the member of staff is aware of the nursery's concern regarding their health and necessary absence from work
- Consideration of alternative duties or a shorter working week if this would enable a quicker return to work subject to medical advice
- Consideration to any personal issues being encountered and discuss possible ways of helping the individual resolve these
- Advising the member of staff that in their best interests they may be asked to see a registered medical practitioner or occupational health provider appointed by the nursery to enable a medical report to be prepared
- Alternatively, and if appropriate, gain agreement from the member of staff to contact their doctor or specialist in order to establish the likely length of absence and the long-term effect on capability in relation to job performance and attendance at work.

If all other avenues have been investigated, the absence continues or, following return to work, the attendance record does not improve, a subsequent meeting would be arranged. At this point and with legal advice the manager may advise the member of staff on long term sickness absence that unless there are reasonable grounds to believe there will be an improvement in the foreseeable future, their ill health may put their employment at risk with the possibility of termination by reason of capability or suitability to work with children might have to be considered, taking into account any medical information available.

The position will be reviewed periodically and ultimately it may become necessary from a business perspective to consider termination of employment. In these circumstances, the nursery will:

- Review the employee's absence record to assess whether or not it is sufficient to justify dismissal
- Consult the employee
- Obtain up-to-date medical advice through the employee's GP and/or occupational health
- Seek legal advice, where applicable
- Advise the employee in writing as soon as it is established that termination of employment has become a possibility
- Meet with the employee to discuss the options and consider the employee's views on continuing employment
- Review if there are any other jobs that the employee could do prior to taking any decision on whether or not to dismiss

- Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health
- Arrange a further meeting with the employee to determine any appeal
- Following this meeting, inform the employee of its final decision
- Act reasonably towards the employee at all times.

Any decision to terminate employment will be taken by the Ting and Damien Healey making sure the capability procedure has been exhausted.

### Occupational health

The nursery reserves the right to request employees to attend an appointment with an Occupational Health Advisor (e.g. consultant, GP) during their employment, if it is reasonably deemed necessary due to sickness absence, changes in health or the role, or where it is necessary to seek an expert medical opinion as to whether or not the employee can fulfil their job role or whether any reasonable adjustments should be made to the employee's role.

The nursery will seek to engage the services of an independent Occupational Health Advisor in situations where expert medical opinion is required and work with them to identify the best course of action in circumstances of sickness absence.

### Access to medical records

The Access to Medical Records Act 1988 gives individuals the right of access to medical records relating to themselves which have been prepared by a medical practitioner for employment purposes. The Act provides that:

- Employers must gain the consent of employees before requesting reports from medical practitioners
- Employers must inform employees of their rights in respect of medical reports
- The employee has the right of access to the report before the employer sees it, provided appropriate notification is given
- The employer is responsible for notifying the medical practitioner that the employee wishes to have access
- The employee may ask for a report to be amended or may attach a statement to the report
- Having seen the report, the employee may wish to withhold consent to it being supplied.

Where the nursery requests further medical information about the health of staff from an individual's General Practitioner or Specialist, or its own occupational health provider, the provisions of the Act will be followed.

Throughout any interviews regarding sickness absence, staff are entitled to the support of and/or representation by a work colleague or recognised trade union representative.

### Death of a member of an employee's immediate family

This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependant or other relative for whom the employee has special responsibility or has had special ties. See bereavement leave policy.

Generally, the amount of time off required will be at the manager's discretion but it is advisable to either;

- 1 Set a defined amount of unpaid time, or
- 2 Remove this in its entirety and deal with request as holiday and/or under the emergency time off provisions of the **Employment Rights Act 1996 (s.57a)**

### Death of a Child

If an employee has a death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, all employees will be entitled to two weeks paid leave; subject to meeting the eligibility criteria having been employed for at least 26 weeks. **The Parental Bereavement Leave and Pay Act 2018.**

This policy was adopted on	Signed on behalf of the nursery	Date for review
December 2023	Emily Sargeant	December 2024

# Grievance Procedure

EYFS: 3.80

At Radnor Park Kindergarten we follow our legal obligations as an employer at all times including hearing and investigating grievances. We have the following policy and procedures that set out our process.

## Legal obligations

Our obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures (2015). A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website <https://www.acas.org.uk/>

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25%, or reduced by 25% if the employee does not comply.

## Objectives and guiding principles

We recognise that an employee needs to feel that his or her grievance has been fully investigated and has received a fair hearing. The employee also needs to understand the reasons for the decision made by the manager who heard their grievance. The employee should then be given the opportunity to appeal against the decision. Their appeal should be submitted in writing and should be investigated and heard by someone more senior to the person who heard the initial grievance. The person allocated to hear the employee's appeal should be able to take a fresh and independent look at the issue. In our organisation the manager deals with the grievance initially separately before being passed on to the proprietor.

ACAS advocates the use of mediation to resolve grievances, in an attempt to maintain a good working relationship and resolve issues within the workplace. We may decide to use such mediation where appropriate using ACAS support and guidance.

Our grievance procedure does not form part of any employee's contract of employment. It may be amended at any time, and we may depart from it depending on the circumstances of any case.

This procedure applies to all employees regardless of length of service.

Our nursery believes that all employees should be treated fairly and with respect. We encourage all employees to try to resolve any grievance with the individual concerned on an informal basis, as most grievances can be resolved quickly through discussion. Your line manager will assist you with this if you feel this is the best route for you.

If this does not resolve the complaint, issue or problem, you should initiate the formal process below.

## Grievance process

### Stage 1

#### Making your grievance

- You should put your grievance in writing and forward it to the manager
- This written statement will form the basis of any investigations and the subsequent hearing, so it is important that you set out clearly the nature of your grievance and any dates and names of individuals involved. You should also indicate the outcome that you are seeking. If your grievance is unclear, you may be asked to clarify your complaint before any meeting takes place
- If your complaint relates to an issue with the manager, the grievance may be sent to the proprietors.
- Before proceeding to a full grievance hearing, it may be necessary to carry out investigations of any allegations made by you. If any evidence is gathered in the course of these investigations, you will be given a copy in advance of the hearing and appropriate time for you to consider your response. In exceptional circumstances, the evidence given by individuals may have to remain confidential. Where confidentiality is necessary, this will be explained to you and an appropriate summary of the evidence gathered will be given to you.

**Stage 2**

**The grievance hearing**

The hearing will be held as soon as is reasonably possible following any investigations, and within 5 working days of the receipt of your written complaint. It will be conducted by the manager or a duty manager if your complaint relates to an issue with the manager. You are entitled to bring a companion to the grievance meeting if you make a reasonable request to do so. This request must be in advance of the meeting and you should tell us the name of your chosen companion. The companion may either be a trade union representative or a work colleague.

You should ensure that you attend the meeting where possible. If you are unable to attend because of circumstances beyond your control, you should inform a member of the management team as soon as possible and a further meeting will be re-arranged as soon as possible. If you fail to attend without explanation, or if it appears that you have not made sufficient attempts to attend, the hearing may take place in your absence.

During the hearing you will be given the opportunity to explain your complaint. Your explanations should focus on the complaint and not on irrelevant issues. The manager conducting the hearing will inform you if they believe the key issues are not being focused on. They may also set a reasonable timeframe for the meeting; this will be determined by the nature and complexity of your complaint.

The hearing may be adjourned to allow further investigations to take place. Following the meeting, you will be informed in writing of the outcome within 5 working days, where reasonably practicable, and told of any action that the nursery proposes to take as a result of your complaint, if applicable. If it is anticipated that further investigation is required and therefore the outcome cannot be provided within this timeframe, we will inform you as to when you can expect to receive the outcome.

*[N.B. However, if another employee has been disciplined as a result of the grievance, you should not inform the employee who raised the grievance as this information is confidential between you as the employer and the other employee.]*

If you are dissatisfied with the outcome, you may make a formal appeal in writing to Damien Healey the proprietor, stating your full grounds of appeal, within 5 working days of the date on which the decision was sent or given to you.

**Stage 3**

We will hold an appeal meeting within 14 working days of receiving the appeal, where reasonably practicable. This will be dealt with impartially by the manager, where applicable who has not previously been involved in the case. You will have the right to bring a companion, as explained above.

We will confirm our final decision in writing, usually within 7 working days of the appeal hearing, where reasonably practicable. There is no further right of appeal.

**Grievances linked to disciplinary matters**

Complaints that you may have about any disciplinary action taken against you should be dealt with as an appeal under the disciplinary procedure.

Grievances raised while you are subject to disciplinary proceedings will usually be heard when the disciplinary process has been completed.

If a grievance has any bearing on the disciplinary proceedings, it will be dealt with as part of the disciplinary hearing or disciplinary appeal, as appropriate.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

# Disciplinary Procedure

EYFS: 3.80

At Radnor Park Kindergarten we follow our legal obligations as an employer at all times including dealing with any disciplinary matter in a fair and consistent manner. We have the following policy and procedure that sets out our process.

## Legal obligations

Our legal obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures (2015). A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website <http://www.acas.org.uk> and our insurers legal team.

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25% or reduced by 25% if the employee does not comply.

## Objectives and guiding principles

The objective of this procedure is to set out the standards of conduct expected of all staff and to provide a framework within which our managers can work with employees to maintain satisfactory standards of conduct and to encourage improvement where necessary.

It is our policy to ensure that any disciplinary matter is dealt with fairly and consistently. We will take the necessary steps to establish the facts and to give employees the opportunity to respond before taking any formal action.

This procedure does not form part of any employee's contract of employment and it may be amended at any time. We may also vary this procedure, including any time limits, as appropriate in any case.

The procedure applies to all employees regardless of length of service.

Minor conduct issues can often be resolved informally between the employee and the manager. These discussions should be held in private and without undue delay whenever there is a cause for concern. Where appropriate a note of any such discussions may be held on the employee's personnel file, but will be ignored for the purpose of future disciplinary issues.

Formal steps will be taken under this procedure if the matter is not resolved, or if informal discussion is not appropriate (due to the serious nature of the allegation).

The employee will not normally be dismissed for a first act of misconduct, unless it is decided it amounts to gross misconduct or the employee has not yet completed their probationary period.

## The procedure

Our aim is to deal with disciplinary matters sensitively and fairly. All employees must treat all information in connection with the disciplinary procedure and its investigation as confidential.

Where there has been a serious allegation of misconduct or gross misconduct and/or there are serious concerns regarding the employee's capability, we aim to establish the facts quickly and no disciplinary action will be taken until the matter has been fully investigated. The employee will be informed if a formal complaint is made against them and, if necessary, they may be suspended on full pay pending the outcome of the investigation and disciplinary procedure.

### Stage 1: Investigation

- The nursery manager will investigate any allegations or concerns quickly and thoroughly to establish whether a disciplinary hearing should be held.
- The purpose of the investigation is to establish a balanced view of the facts relating to the allegations against the employee. The amount of investigation will depend on the nature of the allegations and will vary from case to case. It may involve interviewing and taking statements from the employee and any witnesses, and/or reviewing relevant documents.
- Investigation interviews are solely for the purpose of fact finding and no decision on the disciplinary procedure will be taken until after the disciplinary hearing

- The employee is not normally allowed to bring a companion to an investigatory interview. However, we may allow them to bring a work colleague or trade union representative in exceptional circumstances. If the employee wishes to be accompanied, they should contact the nursery manager to discuss the reasons for their request
- If the investigations lead to reasonably believing there are grounds for disciplinary action, the nursery will write to the employee outlining the allegations against them, the basis of the allegations and the potential consequences following legal advice. The employee will be invited to a disciplinary hearing to discuss the matter. They will be sent any copies of evidence which may be referred to in the hearing (e.g. witness statements, or a summary of the statements if the witness's identity is to remain confidential and minutes of meetings).

### **Suspension**

- If the nursery believes that the employee may be guilty of misconduct, which is considered (at the setting's absolute discretion) to be serious misconduct, where relationships have broken down, or where there are any grounds to consider that nursery property or responsibilities to other parties are at risk, or where it is considered in the setting's absolute discretion that the employee's continued presence at the setting's premises would hinder an investigation, the nursery is entitled to suspend the employee on full pay
- Any such suspension will normally last only as long as required to enable an investigation into the circumstances giving rise to such belief of serious misconduct to be carried out and any disciplinary hearing to be convened
- Any such period of suspension is not a punishment, nor considered as disciplinary action against the employee, nor does it imply that any decision has been taken about the employee's case.

### **Stage 2: Invite to disciplinary hearing**

- The nursery will hold a disciplinary hearing to discuss the allegations. The employee will have the right to bring a companion to the meeting. A companion may be a work colleague or trade union representative. The employee must inform the nursery manager prior to the meeting who their chosen companion is. If their companion is unreasonable, for example, where there may be a conflict of interest, the nursery manager may require the employee to choose someone else
- If the employee or their companion is unable to attend the meeting the employee should inform the nursery manager immediately and an alternative time and date, where applicable, will be arranged. The employee must make every effort to attend the meeting and failure to do so without good cause may be treated as misconduct in itself.

### **Disciplinary hearing**

- During the meeting the nursery manager or designated person leading the meeting will go through the allegations against the employee and the evidence that has been collated. The employee will be able to state their case and call relevant witnesses (provided the employee gives advance notice and we agree to their attendance) to support the case
- The nursery may adjourn the disciplinary meeting if further investigations need to be carried out and the employee will be given reasonable opportunity to consider new information
- The employee will be notified of the decision in writing, usually within 7 working days of the hearing
- If the employee persistently fails to reply to invitations, or persistently fails to attend the arranged hearing without good cause, it may be carried out in their absence and they will be notified of the decision in writing. The employee will retain the right to appeal.

### **Appeal**

- The employee will be given the opportunity to appeal the decision. If they wish to appeal, the employee should state their full grounds in writing and the letter should be sent to Damien Healey the proprietor within 5 working days from the date the decision was communicated to them
- The appeal meeting will be conducted impartially by the manager or member of the management team, where possible, who has not previously been involved in the case



- The employee will be able to bring a companion to the meeting and the companion may be a work colleague or trade union representative (as stated above)
- The nursery may adjourn the appeal hearing if further investigations need to be carried out and the employee will be given reasonable opportunity to consider any new information before the hearing is reconvened
- The nursery will inform the employee in writing of the final decision as soon as possible, usually within 5 working days of the appeal hearing.

There is no legal right to appeal beyond this stage.

### **Disciplinary penalties**

In the first instance, where less serious offences are concerned, the nursery is most likely to give the employee a verbal warning. This warning will be recorded and a copy maintained in the employee's personnel file with a time scale for improvement or to not re-offend.

*[Note: the right to a verbal warning is not part of the ACAS code. Many employers use verbal warnings as a first stage but you may prefer to use a written warning as the first stage depending on the circumstances.]*

The usual penalties for misconduct are set out below. No penalty should be imposed without a hearing. We aim to treat all employees fairly and consistently and a penalty imposed on another employee for similar misconduct will usually be taken into account but should not be treated as a precedent. Each case will be assessed on its own merits.

The employee will not normally be dismissed for a first act of misconduct, unless it is decided that it amounts to gross misconduct or the employee has not yet completed their probationary period.

### **First written warning**

A first written warning may be authorised by the manager. It will usually be appropriate for a first act of misconduct where there are no other active written warnings on the employee's disciplinary record.

### **Final written warning**

A final written warning may be authorised by the proprietor Damien Healey or the setting manager, It will usually be appropriate for:

- Misconduct where there is already an active written warning on the employee record
- Misconduct that is considered sufficiently serious to warrant a final written warning even though there are no active warnings on the employee record.

### **Dismissal**

Dismissal may be authorised by the proprietor Damien Healey. It will usually only be appropriate for:

- Any misconduct during the employee probationary period
- Further misconduct where there is an active final written warning on the employee record, or
- Any gross misconduct regardless of whether there are active warnings on the employee record. Gross misconduct will usually result in immediate dismissal without notice or payment in lieu of notice (summary dismissal). Examples of gross misconduct are set out below.

### **Levels of authority**

Nursery managers (including officer in charge) have the authority to suspend an employee pending investigation. Only the nursery manager (including duty managers) and the proprietor have the authority to dismiss an employee as set out above.

### **Gross misconduct**

In the case of gross misconduct, the nursery reserves the right to dismiss an employee without notice (or payment in lieu of notice) if, after investigation and a hearing, the management are satisfied that there is sufficient justification for so doing.

### **Duration of warnings**

Under normal circumstances warnings will be valid for the following time periods, although these may vary according to the nature of the occurrence and may therefore be determined by mutual agreement at the time of issue:

- Verbal warning - six months
- First written warning - six months
- Final written warning - 12 months.

On expiry, warnings will be disregarded for future disciplinary purposes.

### **Alternatives to dismissal**

In some cases, the nursery may, at the setting's discretion, consider alternatives to dismissal. These must be authorised by Damien Healey and will usually be accompanied by a final written warning. Examples include:

- Demotion or loss of seniority
- Change to job role
- A period of suspension without pay
- Loss of additional hours and/or overtime.

### **Examples of gross misconduct**

Examples of what would constitute a gross misconduct offence include:

- Failure to inform the employer of a disqualification, either personally or a person living in the same household as the registered provider, or a person employed in that household
- Theft, or the unauthorised possession of property belonging to the nursery, its employees or customers
- Assault on any employee or persons associated with the nursery
- Breach of confidence i.e. divulging confidential information relating to the nursery, its employees or clients
- Dishonesty, including the use of any funds, expenses or allowances for any other purpose than that for which they have been delegated by the nursery
- Being under the influence of drugs or alcohol whilst on duty
- Serious or persistent breaches of safety rules
- Fraud, including falsification of work records and expense claims
- Signing or clocking in or out for another employee
- Physical assault, punishment or abuse towards a child e.g. hitting a child in chastisement or harsh disciplinary actions and/or threatening the use of corporal punishment which could adversely affect a child's well-being
- Discrimination and/or harassment in any way against a child or person
- Persistent failure to follow nursery documentary systems and procedures
- Unauthorised absence from work and/or unacceptable attendance levels
- Obscene language or other offensive behaviour
- Negligence in the performance of the employee duties.

Further behaviour that could constitute gross misconduct is not limited by the above list.

### **Examples of misconduct**

Examples of what would constitute a misconduct offence include:

- Minor breaches of our policies including the Sickness absence policy, Mobile phone and electronic device use policy, Social networking policy and Health and safety - general policy
- Minor breaches of the employee contract
- Minor damage to, or unauthorised use of, nursery property
- Poor timekeeping
- Time-wasting
- Refusal to follow instructions
- Excessive use of nursery telephones for personal calls
- Excessive personal email or internet usage

N.B. Some of the misconduct offences above may, dependent on the circumstances and having followed a detailed investigation, also be classed as gross misconduct offences.

As an organisation we take the health and wellbeing of staff and children seriously. As such, we would expect all members of staff working within the setting to abide by any government recommendations, laws and guidelines e.g. rules on social distancing whether at work or in their private lives. Any breaches of government guidelines will be dealt with in accordance with our Disciplinary procedure and may also be treated as misconduct.

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# Best Practice

## Accidents and First Aid

EYFS: 3.25, 3.50, 3.51

At Radnor Park Kindergarten we aim to protect children at all times. We recognise that accidents or incidents may sometimes occur. We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

### Accidents

Location of accident files: Situated in each section

- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses. They must record it on an Accident book and report it to the nursery manager. Other staff who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered. Parents must be shown the Accident Book, informed of any first aid treatment given and asked to sign it on the same day, or as soon as reasonably practicable after
- The Kindergarten Health and Safety Officer **Tracey Leighton** reviews the accident book at least monthly/ for patterns, e.g., one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns will be investigated by the nursery manager and all necessary steps to reduce risks are put in place
- The Health and Safety Officer will report serious accidents to the registered person and setting manager for investigation for further action to be taken (i.e., a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- The Accident File will be kept for at least 21 years and three months
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident
- The nursery manager/registered provider will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. Where relevant such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed. Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

Organisation	Contact
Ofsted	enquiries@ofsted.gov.uk or call <b>0300 123 1231</b>
Local authority children's social care team	Area Safeguarding Team 03000 423154 Integrated Front Door 03000 411111
Local authority environmental health department	01303 853660
Health and Safety Executive	0300 003 1747
RIDDOR report form	<a href="http://www.hse.gov.uk/riddor/report.htm">http://www.hse.gov.uk/riddor/report.htm</a>

### Head injuries

If a child has a head injury in the setting, then we will follow the following procedure:

- Calm the child
- Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedure for this if this is required (see below)
- If the skin is not broken, we will administer a cold compress for short periods of time, repeated until the parent arrives to collect their child
- If the skin is broken, then we will follow our first aid training and stem the bleeding
- Call the parent and make them aware of the injury
- Complete the accident form
- Keep the child in a calm and quiet area whilst awaiting collection
- We will follow the advice on the NHS website as per all head injuries <https://www.nhs.uk/conditions/minor-head-injury/>
- For major head injuries we will follow our first aid training.
- If a child has a minor bump, we will complete the accident book, apply cold compress and inform the parent by telephone, the child may not need to be collected if we have assessed that the child does not require medical treatment.

### Transporting children to hospital procedure

The nursery manager/staff member must:

- Call for an ambulance immediately if the injury is severe. DO NOT attempt to transport the sick child in your own vehicle
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary, to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

### First aid

The first aid boxes are located in:

- The caterpillar section** - Located on a shelf in their messy room;
- Toddler section (ladybirds)** - Located in their lockable cabinet over on the laminate section;
- Baby unit (bumble bees)** - Located in a cardboard in the kitchen
- Butterfly section** - Located in the main kitchen in a cardboard
- Offices 2<sup>nd</sup> floor (staff first aid box)** - Located in the management office in a filing cabinet (All locations of the first aid boxes are clearly identified by a large first aid sign).

These are accessible at all times with appropriate content for use with children.

The appointed person **Tracey Leighton** is responsible for first aid checks the contents of the boxes regularly, each term and replaces items that have been used or are out of date.

The staff first aid box is kept management office. This is kept out of reach of the children.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

**The appointed person(s) responsible for first aid is: Tracey Leighton, Emma Reene, Emily Sargeant, Chloe Tidy, Summer Knight, Steve Jackson and Ciara Tanner and Ting Healey.**

All of the staff are trained in paediatric first aid and this training is updated every three years.

All first aid trained staff are listed in every room. When children are taken on an outing away from our nursery, we will always ensure they are accompanied by at least one member of staff who is trained in first aid. A first aid box is taken on all outings.

### Food Safety and play

Children are supervised during meal times and food is adequately cut up to reduce choking.

Food play and food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g., Fruits and Vegetables. Children will be supervised during these activities.

**Personal protective equipment (PPE)**

The nursery provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when choosing PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

**Dealing with blood**

We may not be aware that any child attending the nursery has a condition that may be transmitted via blood. Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.
- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

**Needle punctures and sharps injury**

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

At Radnor Park Kindergarten we treat our responsibilities and obligations in respect of health and safety as a priority and we provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

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# Early Learning Opportunities Statement

EYFS: 1.1 – 1.12, 2.1-2.6

At Radnor Park kindergarten we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further staff or parental assistance.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

We implement the Early Years Foundation Stage (EYFS Development matters 2021) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities, supported by the settings qualified early years teacher. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which informs planning and draws on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including:

evidence of assessment that includes the progress of different groups of children:

- assessment on entry (starting point), including parental contributions
- two-year-old progress checks (where applicable)
- on-going (formative) assessments, including any parental contributions
- the Early Years Foundation Stage Profile (where applicable) or any other summative assessment when children leave.

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong parent partnership in order to enhance and extend children's learning both within the nursery environment and in the child's home.

We share information about the EYFS curriculum with parents and signpost them to further support via the following website:

[www.foundationyears.org.uk/](http://www.foundationyears.org.uk/)

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## Settling In

EYFS: 1.16, 3.27, 3.73, 3.74

Our aim is to work in partnership with parents and/or carers to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe and secure, we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly in to nursery life.

All our staff know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling in to the nursery.

Our settling in procedure includes:

- Allocating a key person to each child and his/her family, before he/she starts to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. He/she offers a settled relationship for the child and builds a relationship with his/her parents during the settling in period and throughout his/her time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
  - Reviewing the nominated key person if the child is bonding with another member of staff to ensure the child's needs are supported
  - Providing parents with relevant information about the policies and procedures of the nursery
  - Working with parents to gather information before the child starts on the child's interests, likes and dislikes and their favourite things available at settling sessions, e.g. their favourite story or resource: as well as completing a baseline of the child's current development to plan, and meet, the individual needs of the child from the first day
  - Encouraging parents and children to visit the nursery before an admission is planned and arranging or online video meetings where applicable
  - Planning tailored settling in visits and introductory sessions, following any necessary government advice
  - Welcoming parents to stay with their child, where possible and applicable during the first few weeks until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between staff and parents
  - Encouraging parents/carers to send in family photos to display to help settle the child
  - Creating photo books of the setting including photos of staff for the child to take home and share with their parent/carers and become familiar with the staff and new environment
  - Reassuring parents whose children seem to be take a little longer to settle in and developing a plan with them, for example shorter days, where possible
  - Providing regular updates and photos of the children settling
  - Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences
  - Assigning a buddy key person to each child in case the key person is not available. Parents are made aware of this to support the settling process and attachment
  - Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- Not taking a child on an outing from the nursery until he/she is completely settled.

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# Transitions

EYFS: 1.16, 3.1, 3.27

we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Staff are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so staff can be aware of the reasons behind any potential changes in the child's behaviour.

## Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

## Moving rooms procedure

Planning according when a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person and parents and:

- Basing on the individual needs of the child and when they are ready to move based on age/stage of development
- Enabling the child to spend short sessions in their new room prior to the permanent move to so they feel comfortable in their new surroundings with their key person initially so they have a familiar person present at all times
- Wherever possible transitioning groups of friends together to enable these friendships to be kept intact and support the children with the peers they know
- Keeping parents informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary entries
- Only transitioning the child when they feel settled and ready to move. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

## Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious about the move. We will do all we can to facilitate a smooth transition and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery.

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend and of the teachers. This helps the children to become familiar with this new concept and will aid the transition
- Build relationships with local schools where possible throughout the year and invite them to key events or we will attend key events, e.g. nativity, sports day
- We invite school representatives into the nursery, where possible or invite them to talk via online platforms such as Zoom so they have the opportunity to introduce themselves to the children
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences
- Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- We produce a comprehensive report on every child leaving the setting and with parental permission will share this with the school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning
- With parental permission around school allocation day we may share details of the schools children are going to so parent/carers can see which children may be going to the same school. This can offer some reassurance for the children to know that are moving with some familiar peers.

### **Other early years providers**

Where children are attending other early years settings or are cared for by a childminder we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email, video call or telephone.

### **Family breakdowns**

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated families' policy that shows how the nursery will act in the best interest of the child.

### **Moving home and new siblings**

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

### **Bereavement**

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement, which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes/transitions in their life, we ask that you speak to the nursery manager and the key person to enable this effective support to be put into place.

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# Nappy Changing

EYFS: 3.27, 3.61, 3.74

At Radnor Park Kindergarten we support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will change nappies according to the child's individual needs and requirements.

Our procedure meets best practice identified by the UK Health Security Agency's *Infection prevention and control* document<sup>6</sup>.

We enable a two-way exchange between parents and key persons so that information is shared about nappy changing and toilet training in a way that suits the parents and meets the child's needs.

We have appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation, serving areas and children's play areas
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded.
- Clean nappies are stored in a clean dry place; soiled nappies are placed in a nappy sack before being placed in the an appropriate nappy bin. Bins are regularly emptied and at the end of the day are always emptied into an appropriate waste collection area
- We ask that where any non-prescribed creams are needed e.g. Sudocrem that these are supplied by the parent and clearly labelled with the child's name. Prior written permission is obtained from the parent. When applying creams for rashes, a gloved hand is used.

Staff changing nappies will:

- Use a new disposable apron and pair of gloves for each nappy change and always wash hands before and after using gloves
- Clean disinfect and dry mats thoroughly after each nappy change; disposable towels or paper roll are discarded after each nappy change
- Ensure they have all the equipment they need before each nappy change
- Keep nappy bags, gloves and aprons out of reach of babies and children.

## Reusable Nappies

In addition to the above procedures, where children wear reusable nappies we will:

- Ask the parents for a demonstration for fitting the nappy correctly
- Dispose of any soiling by flushing straight down the toilet
- Dispose of the reusable nappy liner, and place in a nappy bag (and disposed of as per disposable nappies in a nappy bin)
- Store the used nappies in a sealable wet bag away from children (including a waterproof interior and sealed to prevent any smells escaping)
- Provide the parents with the wet bag at the end of the day to clean the used nappies.

<sup>6</sup> <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm, as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system and ensuring all parents understand how this works and who is caring for their child
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
- Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children’s interests
- Ensuring all staff undertaking nappy changing have suitable enhanced DBS checks
- Training all staff in the appropriate methods for nappy changing
- Ensuring that no child is ever left unattended during the nappy changing time
- Making sure staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted and that students only change nappies with the support and close supervision of a qualified member of staff
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to nappy changing
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child’s care and education as laid out in the Parents as partners policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the Safeguarding children and child protection policy
- Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind closed doors
- Cameras, tablets and mobile phones are not permitted within toilet and intimate care areas
- Operating a Whistleblowing policy to help staff raise any concerns relating to their peers or managers and helping staff develop confidence in raising concerns as they arise in order to safeguard the children in the nursery
- Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes all intimate care routines
- Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

When developmentally appropriate, we work closely with parents to sensitively support toilet training in a way that suits the individual needs of the child and ensures consistency between home and nursery.

If any parent or member of staff has concerns or questions about nappy changing procedures or individual routines, please see the manager at the earliest opportunity.

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## Outdoor Play

EYFS: 1.1-1.6, 1.11 -1.15, 3.55, 3.58,  
3.59,3.65

At Radnor Park Kindergarten recognise the importance of daily outdoor play and physical development and are committed to ensure all children have daily access regardless of their age or stage of development. We provide an inclusive outdoor play environment with areas for non-mobile children to freely explore. We make reasonable adjustments where required, in line with the Equality Act 2010. We go out to play with all children in all weathers (unless it is deemed unsafe).

We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play in order to keep fit and healthy, develop children's large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to the Chief Medical Officers guidance on physical activity.<sup>7</sup>

The outdoor areas, both within the nursery grounds and in the local community, have a wealth of experiences and resources, which help children to learn and develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play.' This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the Visits and outings policy.

We plan all outdoor play opportunities and outings to complement the early years curriculum. This includes providing children with purposeful activities and quality resources that support and follow their individual interests and the seven areas of learning and development. We plan both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours. Where possible and in line with the children's needs we will also often have snacks and meals outdoors and some children will sleep outdoors (see Sleep policy).

Where activities take place away from the setting (e.g. in the local wood) then a nursery mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained paediatric first aider will be present when children are away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and safety – general policy
- Sun care

<sup>7</sup> <https://www.gov.uk/government/collections/physical-activity-guidelines>

- Caring for babies and toddlers
- Missing child from nursery
- Missing child from outings
- Parents as partners
- Supervision of children
- Safeguarding children and child protection
- Visits and outings.

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# Caring for Babies and Toddlers

EYFS: 3.1, 3.2, 3.27, 3.32, 3.48, 3.49,  
3.55, 3.58, 3.60, 3.61, 3.74.

At Radnor Park Kindergarten we care for babies and toddler under the age of two as well as pre-school children.

We ensure their health, safety and well-being through the following:

- Implementing the EYFS requirements at all times and caring for babies and toddlers in a separate unit with a maximum number of **12** children with a minimum ratio of 1:3
- Allocating each baby and toddler a key person who works in partnership with their parent to meet their individual needs and routines
- Having well qualified staff that understand the needs of babies and toddlers, ensuring that at least half of the staff team caring for children under the age of two have undertaken specific training for working with babies
- Ensuring babies and toddlers have opportunities to see and play with older children whilst at nursery
- Toddlers transitioning to the older age rooms when assessed as appropriate (see separate Transitions policy)
- Staff supervising all babies and toddlers and organising the environment to support both non-mobile and mobile babies and toddlers.

## Environment

- The environment, equipment and resources are risk assessed and checked daily before the children access the room. This includes checking the stability of sleep beds (coracles) and areas around, low/highchairs, pushchairs are intact and working
- All doors are fitted with door finger-guards to prevent accidents
- Outdoor shoes are removed or covered when entering the baby and toddler area(s). Staff remind parents and visitors to adhere to this procedure. Flooring is cleaned regularly
- Sterilisers are washed out and cleaned daily
- Play and learning is planned in line with children's individual interests and the EYFS learning and development requirements.

## Resources

- Care is taken to ensure that babies and toddlers do not have access to resources or activities containing small pieces, which may be swallowed or otherwise injure the child
- Babies and toddlers are closely supervised during all activities
- Resources and equipment that babies and young children have placed in their mouth are cleaned and/or sterilised after use
- All resources are frequently cleaned
- Soft furnishings are frequently cleaned

## Intimate Care

- Babies and toddlers have their nappies changed according to their individual needs and requirements by their key person, wherever possible. Checks are documented with the time and staff initials and information is shared with parents
- When developmentally appropriate, we work closely with parents to sensitively support toilet training in a way that suits the individual needs of the child

- Potties are washed and disinfected after every use. Changing mats are wiped with anti-bacterial cleanser before and after every nappy change
- Staff ensure all the equipment is ready before babies and toddlers are placed on the changing mat
- No child is ever left unattended during nappy changing time
- Intimate care times are seen as opportunities for one-to-one interactions
- Staff do not change nappies whilst pregnant until a risk assessment has been discussed and conducted. Students only change nappies with the support and close supervision of a qualified member of staff .
- Cameras, mobile phones and other equipment capable of recording images (Smartwatches, tablets etc) are not permitted in toilet and nappy changing areas
- Nappy sacks and creams are not left in reach of babies and children
- We always follow systems in place to ensure there is an adequate supply of clean bedding, towels and spare clothes.

See separate Nappy changing policy and Intimate care policy.

### **Sleep**

- We follow the NHS guidance to reduce the risk of sudden infant death syndrome (SIDS)
- Each baby and toddler have their own nursery bedding for the week which is washed at least weekly and when necessary, this takes into account any allergies and irritation to soap powders and any individual needs. For example if a child prefers to sleep in a sleeping bag, we will ask parents to bring one from home
- All cot mattresses and sleep mats meet necessary safety standards.
- Safe sleep guidance is followed at all times, babies are always laid to sleep on their back, with their feet touching the foot of the cot. Children are **not** given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation
- We also share safe sleep advice with parents
- We ensure that sheets or thin blankets come no higher than the baby's shoulders, to prevent them wriggling under the covers. We make sure the covers are securely tucked in so they cannot slip over the baby's head
- Only sheets and blankets that are of good condition are used, any loose threads are removed
- Sleeping children are supervised at all times and checks are completed every 10 minutes. This may increase to five minutes for younger babies and/or new babies. Checks are documented with the time and staff initials on the sleep check form and times are shared with parents.

See separate Sleep policy.

### **Bottles**

- Feeding times are seen as an opportunity for bonding between practitioner and child and where possible babies are fed by their key person
- Food and milk for babies is prepared in a separate kitchen area in the room which is specifically designated for this preparation. Handwashing is completed before preparation is undertaken
- Bottles of formula milk are only made up as and when the child needs them. Following the Department of Health guidelines, we only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water that is reheated. They are then cooled to body temperature, which means they should feel warm or cool, but not hot. Bottles are tested with a sterilised thermometer to ensure they are an appropriate temperature for the child to drink safely
- Bottles are only made following the instructions on the formula. If, during the making process, there are discrepancies, a new bottle will be made
- All new staff will be shown the procedure, and only when competent and confident will they make them on their own.



- Nursery bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not washed in the dishwasher). They are replaced as and when required
- Unwanted or left over contents of bottles are disposed of after two hours
- Babies are never left propped up or laid in a cot or a pram with bottles as it is both dangerous and inappropriate
- Labelled breast milk is stored in the fridge.

**Mealtimes**

- All low highchair seating is used for feeding, children are never left unattended when eating or when in the low highchairs. The chairs are cleaned after every meal time.
- Mealtimes are seen as social occasions and promote interactions. Staff always sit with babies and young children, interacting, promoting communication and social skills
- All children are closely supervised whilst eating and if any choking incidents occur paediatric first aid will be administered
- Babies and young children are encouraged to feed themselves with support, as required
- We work together with parents regarding weaning and offer any support, as required.

**Comforters and dummies**

- We have a separate Use of dummies in nursery policy to promote communication and language development
- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Dummies are disposed of if they become damaged
- Comforters including teddies and blankets are kept safe and provided at sleep times, or if the child becomes unsettled.

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# Use of Dummies in Nursery Policy

EYFS: 1.1-1.6

At Radnor Park Kindergarten we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older, they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care needs
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.

When discouraging the dummy staff will:

- Make each child aware of a designated place where the dummy is stored
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

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# Sleep

EYFS: 3.60
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At Radnor Park Kindergarten we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of sudden infant death syndrome (SIDS). We make sure that:

- Babies are placed on their backs to sleep. If a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again, on their own, in which case we enable them to find their own position
- Babies and toddlers are never put down to sleep with a bottle to self-feed
- Babies and toddlers are monitored visually when sleeping looking for the rise and fall of the chest and if the sleep position has changed
- Checks are recorded every 10 minutes and as good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families
- Babies and children are never left to sleep in a separate sleep room without staff supervision at all times.

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding or blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Only using safety-approved sleep coracles and beds that are compliant with British Standard regulations
- Using a firm and flat mattress in conjunction with a clean fitted sheet
- Not using cluttering the sleep area with soft toys, although comforters may be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby and toddler is provided with clean bedding and sleep suits labelled for them and working in partnership with parents to meet any individual needs e.g. if a child prefers to sleep in a sleeping bag, we will ask parents to bring one from home
- Cleaning all bedding as required and at least weekly
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest
- 

We ask parents to complete forms on their child's sleeping routine with the child's key person when the child starts at nursery and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies or in a sling, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so. In such cases, we would ask parents to sign to say they have requested we adopt a different position or pattern on the sleeping babies form.

We recognise parent knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Individual sleep routines are followed rather than one set sleep time for all children. We create an environment that helps to settle children that require a sleep, for example dimming the lights or using soft music, where applicable. We will maintain the needs of the children that do not require a sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with other rooms or groups of children.

Staff will discuss with parents any changes in sleep routines at the end of the day and share observations and information about children's behaviour if they do not receive enough sleep.

### **Sleeping twins**

We follow the advice from The Lullaby Trust regarding sleeping twins while working with parents to maintain sleep routines and well-being.

Further information can be found at: <http://www.lullabytrust.org.uk>

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# Nutrition and Mealtimes

EYFS: 3.48 – 3.50
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At Radnor Park Kindergarten we believe that mealtimes should be happy, social occasions for children and staff alike. We promote shared, enjoyable positive interactions at these times.

We are committed to offering children healthy, nutritious and balanced meals and snacks, which meet individual needs and requirements.

We ensure that:

- A balanced and healthy breakfast and tea are provided for children attending a full day at the nursery
- Menus are planned in advance and in line with example menu and guidance produced by the Department for Education. These are rotated regularly, reflect cultural diversity and variation and are displayed for children and parents to view
- All allergens are displayed alongside the menus to show the contents of each meal
- We provide nutritious food at all snack and mealtimes, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings
- Menus include at least **3** servings of fresh fruit and vegetables per day
- Parents and children are involved in menu planning
- Only milk and water are provided as drinks to promote oral health. Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather staff will encourage children to drink more water to keep them hydrated
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child starts or joins the nursery. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, discussions will also take place with children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- Staff show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy
- Staff set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and staff participate in small groups. During meals and snack times children are encouraged to use their manners and conversation is encouraged
- Staff use meal times to help children to develop independence through making choices, serving food and drinks and feeding themselves
- Staff support children to make healthy choices and understand the need for healthy eating
- Where possible, we provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones
- Cultural differences in eating habits are respected
- Any child who shows signs of distress at being faced with a meal he/she does not like will have his/her food removed without any fuss. If a child does not finish his/her first course, he/she will still be given a helping of dessert
- Children not on special diets are encouraged to eat a small piece of everything
- Children who refuse to eat at the mealtime are offered food later in the day
- Children are given time to eat at their own pace and not rushed
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children

- We promote positive attitudes to healthy eating through play opportunities and discussions
- The nursery provides parents with daily written records of feeding routines for all children, sometimes it is not always possible to record on the parent zone app and parents are encouraged to ask at collection.
- No child is ever left alone when eating or drinking to minimise the risk of choking
- We will sometimes celebrate special occasions such as birthdays with the occasional treat of foods such as cake, sweets or biscuits. These will be given at mealtimes to prevent tooth decay and not spoil the child’s appetite. Where we have frequent birthdays and celebrations, we consider other alternatives such as celebrating through smiles and praise, stickers and badges, choosing a favourite story, becoming a special helper, playing a party game, dancing and/or singing their favourite song
- We do allow parents to bring in cakes on special occasions but unfortunately the cake has to be purchase for a shop. This is to ensure that all food brought in from parents meets the above and health and safety requirements and ingredients that are listed within the Food Information for Consumers (FIR) 2014 and detailed in the allergens policy and procedure
- All staff who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

**Packed lunches**

We do allow children to bring packed lunches into the setting. We provide parents with guidelines for nutritious content and signpost to the NHS packed lunch guidance (<https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/>). Please read the settings packed lunch policy.

We provide appropriate storage in allocated fridges. Children’s lunch boxes are checked prior to giving the contents to the children to ensure any risks from potential allergens or choking hazards are managed, and to ensure the contents meet the settings packed lunch/tea policy requirements.

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## Packed Lunch/Tea Policy

Good nutrition in childhood can help to prevent a variety of health problems, both in the short term and later in life. There is increasing concerns that many children are consuming too much fat, sugar and salt and too little fibre, fruit and vegetables. Packed lunches can contribute to almost a third of a child's weekly food intake and therefore needs to be balanced and nutritious.

### Aim

In adapting this policy Radnor Park Kindergarten aim to ensure that all packed lunches brought from home and consumed at the kindergarten provide children with healthy and nutritious food. We also aim for it to be similar to the food served in the kindergarten, which is regulated by the national standards issued by OFSTED Early Years and the Environmental Health Department (EHD).

Ofsted are required to report on how the setting promotes the personal development of children and this does include food provision, which packed lunches/teas brought into the setting are part of.

### Why the policy was formulated.

- To make a positive contribution to children's health
- To encourage healthier, happier and calmer children
- To promote consistency between packed lunches/teas and food provided in the setting which, must adhere to the national standards set by OFSTED and EHD

### Food and Drink

- In line with the current guidelines, issued by OFSTED Early Years and the EHD the following procedures, regarding supplying food to children from a source outside of the setting, the following must be adhered to:
- All food must be brought in a Tupperware type boxes, clearly marked with your child's full name, that are clean and suitable for putting into the refrigerator. Any food that is not in the labelled box must also be clearly labelled with the child's name.
- All packed lunch/tea boxes must be handed over to either the duty manager or the relevant room supervisor to ensure that it is correctly stored.
- Once a child has started in the Pre-Toddler section of the nursery, we cannot reheat any items of food as this contravenes the guidelines set by the EHD for reheating food served to vulnerable people.
- Packed lunches should not contain any glass or china containers in order to minimise the risk to the children
- Children do not need to be provided with a drink as the setting. We provide children with water or milk during regular intervals throughout the day. Also, each section has a water dispenser to provide the children with constant rehydration.
- All items of food brought into the nursery **MUST NOT** contain nuts in any shape or form as there may be children and adults on the premises who have a severe reaction to nuts. These allergies can be triggered via airborne particles or consumption.
- We will work with parents to ensure that packed lunches follow the recommendations listed below:

### Packed lunches should include the following.

- At least **ONE portion** of fruit and/or vegetable every day
- All boxes should contain a selection from all food groups, i.e., Protein, Carbohydrates, Vitamins and Fibre.
- Substantial Sandwiches and wraps with healthy fillings, for example ham and tomato sandwich made from wholemeal bread.

- ✓ At least one portion of fruit/vegetable
- ✓ Meat, fish –non-dairy protein
- ✓ Bread/rice/pasta/couscous/potato
- ✓ Dairy produce – cheese/yoghurt\
- ✓ Water will be provided by the setting

### Packed lunches should **NOT** include

To ensure consistency, and to keep in line with food standards, packed lunches should not include the following:

- × Chocolate bars –Twix/Mars Bar etc.
- × Sweets
- × Juice drinks/ fizzy drinks
- × Nuts and nut products
- × Sweet spread fillings –  
Jam/honey/Nutella
- × Salty fillings – such as Marmite

- We discourage sweet drinks and provide children with milk and water.
- Any item in a packed lunch that is regarded unhealthy will be placed back in the child's lunch box with a copy of the settings policy to help remind parents of our procedures and a lunch/tea will be provided by the setting and charged to the parents.

### Treats

Radnor Park Kindergarten will work on a system of **one** treat allowed in a packed lunch

### The one treat system

ONLY ONE OF THE FOLLOWING ITEMS:

- A packet of crisps
- A slice of cake/bun
- A plain biscuit or scone
- Cereal and fruit bars (ensure they do not contain nuts)

### Assessment, evaluation and review

- Packed lunches will be regularly reviewed by the setting's cook.
- Children will be encouraged to use the one treat one piece of fruit system.



- Parents who do not adhere to the policy, by regularly supplying their child with a lunch or tea that does not conform to the policy, will be asked to change to kindergarten meals. The European Parliament and of the Council on the Hygiene of Food Stuff (Regulation (EC) 852/2004

#### Birthday Cake guidelines

For families that want to bring in a birthday cake for their child to share with their nursery friends we ask that it is shop bought and not a home-made cake. This is due to food hygiene and labelling to ensure food handling procedures meet required standards and appropriate labelling of ingredients is listed on the packaging, to enable the kindergarten to check for any known allergies.

**We ask if you could refrain from bringing in sweets and party bags for the children.**

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# Food Play Policy

EYFS: 3.65

At Radnor Park Kindergarten we ensure any food we use for play with the children is carefully supervised. We will also use the following procedures to ensure children are kept safe:

- Choking hazards are checked and avoided
- We will not use whole jelly cubes for play. If we do use jelly to enhance our play then all jelly will be prepared with water as per the instructions and then used
- Small objects such as dried pasta and pulses will only be used for older children and under supervision
- All allergies and intolerances will be checked and activities will be adapted to suit all children's needs so no child is excluded
- All activities including food will be included on the planning sheets showing all allergens so all staff and parents are aware of the ingredients
- Children's allergies will be visible to staff when placing out food play activities to ensure all needs are met
- Any cooking activities will be checked prior to start to ensure all children are able use all the ingredients based on their individual needs
- We will not use food in play unless it enhances the opportunities children are receiving from the activity. Many of the food will be reused in other activities, especially the dry materials.

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## Parents and Carers as Partners

EYFS: 1.16 2.1, 2.3, 2.6, 3.27, 3.48, 3.69,  
3.74,

At Radnor Park Kindergarten we welcome all parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the nursery. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.

The key person system supports engagement with all parents and we use strategies to ensure that all parents can contribute to their child's learning and development. We ask parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. We encourage parents to support and share information about their children's learning and development at home and the key person seeks to engage them in guiding their child's development at home too. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure nursery documentation and communications are provided in different formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided and our full policy documents will be available to parents at all times on request and on the nursery website
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training, where required
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as open days, parents' evenings and a parents' forum
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through the nursery website/displayed on the kindergarten notice board and Parentzone.
- Operate a key person system to enable parents to establish a close, working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child and their role when the child starts and updates as they transition through the setting
- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings are held at least twice a year. The nursery consults with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home. This may be verbally, sharing photographs or in written form

- Agree the best communication method with parents e.g. email, face-to-face, telephone and share information about the child's day, e.g. food eaten, activities, sleep times etc.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaints procedure
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.

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## Conflict Resolution with Parents and Aggressive Behaviour Policy

At Radnor Park Kindergarten we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising.

If, as a parent, you have any concerns or issues you wish to raise with the nursery then please follow the complaints procedure.

In the case of a parent emailing, calling or using social media to complain the nursery will direct them to the correct procedure for raising a complaint.

**We have a zero tolerance on abusive calls, emails, social media contact and face-to-face confrontation.**

### **Calls of an aggressive or abusive manner**

The call taker receiving a call leading to abuse or aggression will remain calm and professional and ask the caller to follow the Complaints policy. If the abuse continues the call taker will end the call. Abusive and aggressive calls will be logged with an outline of the conversation.

### **Emails of an aggressive or abusive manner**

The responder will ask the parents to come into the setting to speak in person, as per our Complaints policy. If the emails persist the manager may seek legal action. All emails will be kept as evidence until the matter is resolved.

### **Social Media**

If slanderous or abusive messages appear on any social media sites, we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our Complaints procedure. If slanderous or abusive messages continue we will seek legal action against the complainant.

In the event that any person inside or at the entrance of the setting the nursery starts to act in an aggressive manner at the nursery, our policy is to:

- Direct the person away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Remain composed and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour
- If the aggressive behaviour continues or escalates, we will contact the police in order to ensure the safety of our staff team, children and families
- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken
- Any aggressive behaviour from a parent could result in the withdrawal of a place for the children. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff
- Management will provide support and reassurance to any staff member involved in such an incident
- Management will signpost parents to organisations or professionals that can offer support, if applicable.

This policy will be followed in the event of any other visitor or member of the public displaying this type of behaviour either by phone, email, social media or in person.

This policy works in conjunction with the settings Parent Code of Conduct policy.

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# Parental Responsibility Policy

Radnor Park Kindergarten needs to know who has parental Responsibility (RP) for each child in our care. This is to ensure that proper authority is given when the setting needs parental permission. It will also make sure that anyone with parental responsibility regardless of whether they live with their child can be provided with any reports and given an opportunity to be involved in the child’s care and education. Persons who have parental responsibility automatically are:

- Mothers always have parental responsibility
- Fathers also have parental responsibility for a child if the father is married to the mother at the time of the child’s birth. This continues after any divorce/separation/remarriage even if the child lives apart from them;
- For children born after 1st December 2003, unmarried fathers have parental responsibility where the mother and father register the birth of the child together i.e., if the name of the father is on the birth certificate.

There may be situations when other people also have Parental Responsibility for your child. For example, where the court orders that the child shall reside with a named person, that person gains parental responsibility. This could apply to grandparents or aunts and uncles. Adoptive parents of an adopted child also have parental responsibility for them. In these circumstances there will be an order from the court specifying who has parental responsibility.

If your child is in care of the Local Authority under an order from the court, then the Local Authority will also have PR for them. Because of this, we will need to know the name of your child’s social worker.

Radnor Park is required to keep on the admission details for each child of every parent, or person with parental responsibility, details of the person(s) with whom the child lives, and at least a telephone number where one of those persons can be contacted in the case of an emergency.

Parents do not lose their parental responsibility nor can it be ‘handed over’ to a new partner. The only circumstances when a parent no longer has PR is when an adoption order is made by the court. We have a legal responsibility to involve anyone who has PR in your child’s care and education, regardless of whether this is your wish. The only circumstances when this responsibility varies is if a court order is in place specifying that no information on your child should be given to a person. There may also be exceptional circumstances when the police or Children’s Social services tell us that a particular individual poses a risk, therefore should not have access to information.

In order for Radnor Park Kindergarten to know who has PR for your child, we will need to see a copy of his or her birth certificate. In the event that any other person has PR for your child, we will also need to see a copy of the court order specifying this.

## Court Orders

Radnor Park Kindergarten also need to be aware of any legal orders relating to your child. For example, there may be a ‘Residence Order’ in place which states that your child must live with you, or there may be a ‘Contact Order’ in place which specifies when your child’s other parent sees them. If your child is the subject of any of these, we will need to see the original orders to make sure we have relevant information.

As already stated, there may be occasions when a court order is made preventing a person from having access to any information on your child or contact with them. If this is the case, we must see a copy of the order and a solicitor’s letter will not be sufficient.

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<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

## Payment of Fees Policy

At Radnor Park Kindergarten all invoices are sent out to the parents by the end of the preceding month. All invoices are to be paid by the 10th day of the month to which it applies by direct debit and our bank details are as follows:

Santander account – Radnor Park Kindergarten

Sort Code: 09-01-27

Account number: 76400333

Any invoices outstanding after that date will incur a 10% penalty which will be added onto that month's invoice. If, however, the nursery is fully informed as to any problems or queries with payments, the penalty will not be imposed if there is a valid reason for the delay.

- Weekly invoices are to be paid in full by the beginning of the week in which it relates to.
- All monthly fees that are not paid by the 24th day of each month will lead to an automatic suspension of the child's place until all outstanding fees are settled unless there are extenuating circumstances in which case the setting manager will use his/her discretion.
- All weekly paid fees in arrear of over two weeks will lead to an automatic suspension of the child's place until all outstanding fees are settled unless there are extenuating circumstances in which case the setting manager will use his/her discretion.
- In all cases a suspension will occur if fees are more than six weeks late, i.e., not paid by the 15th day of the following month regardless of the circumstances.
- Children are booked in for specific times and if you wish to bring your child in earlier or pick them up later this must be asked in advance. In an emergency we will accommodate changes as much as possible and fees must be paid for at the time. The carer that is responsible for bringing in or taking home the child concerned must sign the register to agree times of attendance if the fees have not been paid at the time.
- All parents/carers will give 6 weeks written notice of their intention to withdraw a child from or change their attendance at the kindergarten.
- All legal fees and interest incurred will be payable by the contract signatory should legal action be needed for the recovery of unpaid fees

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>



## Lone Working Policy

At Radnor Park we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area
- Following a child's interest, as this may lead staff away with a child to explore an area
- Supporting children in the toilet area
- Individual duties of team members e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.

On the rare occasions that lone working within a room does take place we ensure that a specific risk assessment is completed prior to this taking place, including:

- How staff can manage with a variety of tasks such as talking to parents and supervising children safely
- That each member of staff required to work alone holds the required qualifications, training and/or skills for the role e.g. holds a level 3 qualification, paediatric first aid, safeguarding and child protection training and basic food hygiene
- That staff members working alone are competent in their role
- That the staff member can call on others in an emergency, including evacuation or lock down procedures
- There are procedures in place to check in on the staff member and cover for breaks
- The member of staff and children are safeguarded at all times (according to our Safeguarding children and child protection policy)
- Ratios are maintained at all times.

Public liability insurance for lone working will be sought where applicable.

Staff members' responsibilities when left in the building alone such as the cleaner:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work
- To ensure they have access to a telephone at all times in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when left in the building alone:

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g. evacuation or lock down
- To ensure that the employee has the ability to contact them or a member of the team event if their lone working is outside normal office hours (i.e. access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency and the numbers to call
- To ensure that employees have the ability to access a telephone whilst lone working
- If reporting in arrangements have been made and the employee does not call in, to follow it up.

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

## Looked After Children Policy

At Radnor Park Kindergarten we are committed to providing a welcoming and inclusive quality environment for all children and families.

### Definition and legal framework

The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act (2006)
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014)
- Children and Social Work Act (2017).

### Our policy

Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for, where appropriate. Practitioners are supported by management at all times and we have an open door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

**The designated person** for 'looked after children' is **Emily Sargeant**

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will

be maintained with the carers throughout the child’s time at the nursery and with the social worker, virtual schools head or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child’s interests, and plan activities accordingly to support the child’s stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary the \*key person/designated person/manager will develop a care plan with the child’s carers and any relevant professionals. This will include:

- The child's emotional needs and how they are to be met
- How any emotional issues and problems that affect behaviour are to be managed
- The child's sense of self, culture, language/s and identity - how this is to be supported
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- Where applicable, how any special educational needs and/or disabilities will be supported.

In addition, the care plan may also consider:

- How information will be shared with the carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals and how it will be recorded and stored
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed
- Who may collect the child from nursery and who may receive information about the child
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in this planning
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged two to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated ‘looked after children’ person **Emily Sargeant** will work together to ensure any onward transition to school or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child’s individual file, including observations, photographs and pieces of artwork and mark making will be passed on to the carer at this stage.

**Key contact details:**

Organisation	Contact Number
Local authority	03000423154
Children’s social care team	

Named social worker	
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### Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare.

A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation etc. for more than 28 days and where the care is intended to continue by someone other than:

- The parents
- A person who is not a parent but has parental responsibility
- A close relative
- The local authority.

It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the local authority children's social care team.

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# Nursery Operational Plan

At Radnor Park Kindergarten we provide quality affordable childcare for the families in and around the local community. Quality childcare brings not only huge benefits for the children but also benefits for the whole community, enabling parents to start and/or return to work, combine employment with family life and enabling employers to retain and recruit employees from the local community.

We want parents to feel confident about the quality of care that is provided for their child in order for them to have no concerns for their child's health, welfare and early learning. We continuously reflect on the quality we provide and further develop our practice in line with policy, research, best practice, internal and external feedback. We ensure we update our business and action plans at least annually and combine this information.

We welcome parents' opinions and contributions to the quality improvement process and actively seek feedback through questionnaires, parents' evenings and informal discussion, which is recorded.

In order for our nursery to run effectively and efficiently serve local community needs, it is important that we have an operational plan that is implemented, reviewed and revised on a regular basis. This plan is a blueprint for managing the nursery. It describes how the nursery is run and what type of service is provided. It describes the nursery service, the structure of the nursery, who is responsible and guidance on practices and procedures.

The plan is used by the nursery manager, staff, parents and outside agencies as a reference tool for general day-to-day practice and a tool against which to assess the quality of the service provided. We review this policy on a regular basis **of every 3 months** using reflective practice, and make and implement any necessary changes following a review.

Our operational plan includes:

## Main index

### The Early Years Foundation Stage

- Learning and development requirements
- Assessment and Progress check at age two
- Key person approach
- Equal opportunities and inclusion.

### Safeguarding children and child protection

- Emergency contacts
- Designated person(s).

### Leadership and management

- Suitable people
- Organisation structure
- Senior management contacts
- Nursery organisation structure chart
- Staff deployment

- Training needs analysis and training matrix
- Recruitment and selection procedures
- Checklist for new starters.

#### Health and medicines

- Names of the staff who hold current full and emergency Paediatric First Aid certificates
- Contingency plans
- Accident and medication procedures.

#### Managing behaviour

- Policy and procedure.

#### Safety and suitability of premises, environment and equipment

- Emergency evacuation and lock down procedures
- Emergency locations
- Policy and procedure documentation
- Health and safety documentation
- Daily operations statement
- Risk assessments
- Outings.

#### Information and records

- Registration details for each child
- Occupancy and daily registers
- Parent pack
- Complaints and compliments.

#### Business planning

- Mission and vision statements
- Inspection report
- Important information
- Nursery plans

**Contact numbers**

<b>Contact</b>	<b>Name</b>	<b>Telephone number</b>
Alarms (burglar)		
Builders		
Computer		
Doors		
Electrician		
Electricity supplier		
Environmental health		
Fire and rescue		
Fire equipment		
Fire officer		
Gas board		
Health visitor		
Health and safety representative		
Hospital		
Insurance helpline		
Local authority early years service		
Local paper		
NDNA legal helpline (NDNA members only)		
NHS 111		
Pest control		
Ofsted		
Police		
Police Community Support Officer		
Plumber		
Social Services		

Water board		
Waste management		
Window call out		

### Emergency locations

Water main stop tap	
Gas point	
Fuse box	
Boiler	

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# Access and Storage of Information

EYFS: 3.69 – 3.72

At Radnor Park Kindergarten we have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention.

Parents are welcome to view the policies and procedures of the nursery, which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery manager or by accessing the file in the main entrance or staff room or on the nursery website. The nursery manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed at the main front entrance. All parent, child and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

The nursery's records and documentation that are required to be kept and stored by current legislation are performed in accordance with minimum legal archiving requirements. We currently archive these records for at least 24 years to ensure we are covered for any child protection concerns.

Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our GDPR privacy notice which can be found in the main entrance.

If parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

This policy will be reviewed annually and amended according to any change in law or legislation.

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## Late Collection and Non-Collection

EYFS: 3.4, 3.7, 3.63

We have morning, afternoon and all day sessions. Parents are able to collect their child from the nursery flexibly within this time period asking them to be no later than the session end time, for example if they attend the morning session we expect children to be collected no later than 1pm, and afternoon/all day session no later than 6pm. We understand that some parents may arrive earlier to collect their child, this is acceptable. However, the full fees still remain in place for the allocated session times.

We give parents information about the procedures to follow if they expect to be late. These include:

- Calling the nursery as soon as possible to advise of their situation and expected time of arrival
- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Asking a designated adult to collect their child wherever possible
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password in order for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery after a reasonable amount of time (**½ hour**) has been allowed for lateness, we initiate the following procedure:

- The nursery manager will be informed that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails the manager will try the emergency contacts shown on the child's records
- The manager/staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record
- In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team
- The nursery will inform Ofsted as soon as convenient
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child
- The child's welfare and needs will always be met and to minimise distress staff will distract, comfort and reassure the child during the process
- In order to provide this additional care a late fee of **£30.00 per half hour** will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.

### Contact numbers:

Name	Contact No
Central Duty Team	03000 411111
Central Duty Out of Hours	03000 419191
Ofsted	0300 123 1231

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December 2023	Emily Sargeant	December 2024

## Separated Family Policy

At Radnor Park Kindergarten we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and support a child's emotional well-being and report any significant changes in behaviour to the parent. Parents are signposted to relevant services and organisations for support for the whole family, where required.

### Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

### England

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (from 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

Be aware of different types of family arrangements and seek further advice from a solicitor, NDNA legal helpline or children's social care if required.

### Nursery registration

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details on the child registration form. If a parent does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

**We will:**

- Ensure the child’s welfare is paramount at all times they are in the nursery
- Comply with any details of a court order where applicable to the child’s attendance at the nursery where we have a copy attached to the child’s file
- Provide information on the child’s progress e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the staff pertaining to the family and the parents’ separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position
- We will seek legal advice in the case of any disputes regarding the care or collection of the child and sharing of information, where required, to ensure we meet all legal requirements.

**We ask parents to:**

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve nursery staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager and/or key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat.
- Not ask the kindergarten to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

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# GDPR Privacy Notice

## WHAT IS THE PURPOSE OF THIS DOCUMENT

The kindergarten is committed to protecting the privacy and security of your personal information.

This privacy notice describes how the kindergarten collects and uses personal information about employees of the Nursery ("Employees"), children attending the Nursery ("Child" or "Children") and the parents of the Children ("Parents") (known collectively as "You" or "Your"), in accordance with the General Data Protection Regulation (GDPR).

The Nursery Radnor Park Kindergarten is a "data controller". This means that we are responsible for deciding how we hold and use personal information about You. We are required under data protection legislation to notify You of the information contained in this privacy notice.

This notice applies to Employees, Children and Parents. This notice does not form part of any contract of employment or other contract to provide services. We may update this notice at any time but if we do so, we will provide You with an updated copy of this notice as soon as reasonably practical.

It is important that Employees, Children and Parents read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about You, so that You are aware of how and why we are using such information and what Your rights are under the data protection legislation.

## DATA PROTECTION PRINCIPLES

We will comply with data protection law. This says that the personal information we hold about You must be:

1. Used lawfully, fairly and in a transparent way.
2. Collected only for valid purposes that we have clearly explained to You and not used in any way that is incompatible with those purposes.
3. Relevant to the purposes we have told You about and limited only to those purposes.
4. Accurate and kept up to date.
5. Kept only as long as necessary for the purposes we have told You about.
6. Kept securely.

## THE KIND OF INFORMATION WE HOLD ABOUT YOU

Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).

There are "special categories" of more sensitive personal data which require a higher level of protection, such as information about a person's health or sexual orientation.

### Employees:

We will collect, store, and use the following categories of personal information about Employees:

- Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses.
- Date of birth.
- Gender.

- Marital status and dependants.
- Next of kin and emergency contact information.
- National Insurance number.
- Bank account details, payroll records and tax status information.
- Salary, annual leave, pension and benefits information.
- Start date and, if different, the date of an Employee's continuous employment.
- Location of employment or workplace.
- Copy of driving licence (where applicable).
- Recruitment information (including copies of right to work documentation, references and other information included in a CV or cover letter or as part of the application process).
- Employment records (including job titles, work history, working hours, holidays, training records and professional memberships).
- Personnel files and training records including performance information, disciplinary and grievance information, and working time records.
- Information about your use of our information and communications systems.
- Records of any reportable death, injury, disease or dangerous occurrence.

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about an Employee's race or ethnicity.
- Information about an Employee's health, including any medical condition, accident, health and sickness records, including:
  - where an Employee leaves employment and under any share plan operated by a group company the reason for leaving is determined to be ill-health, injury or disability, the records relating to that decision;
  - details of any absences (other than holidays) from work including time on statutory parental leave and sick leave; and
  - where an Employee leaves employment and the reason for leaving is related to their health, information about that condition needed for pensions and permanent health insurance purposes.

### **Children:**

We will collect, store, and use the following categories of personal information about Children:

- Name
- Date of birth
- Home address
- Dietary requirements
- Attendance information
- Photographs and video clips of the Child to signpost Children to where their belongings are stored at the Nursery that they attend, and also for general display purposes
- Emergency contact should Parents be unavailable and the emergency contact's contact details
- Online learning Journey for each Child containing assessments of the Child whilst at the Nursery, observations about the Child's development whilst at the Nursery from Employees of the Nursery, specific examples of the

Child's progress, photographs demonstrating the Child's development whilst at the Nursery, and personal details of the Child (e.g., their date of birth) ("Progress Report")

- Records relating to individual Children e.g., care plans, common assessment frameworks, speech and language referral forms
- Accidents forms
- Records of any reportable death, injury, disease or dangerous occurrence
- Observation, planning and assessment records of Children

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a Child's race or ethnicity, spoken language and nationality.
- Information about a Child's health, including any medical condition, health and sickness records.
- Information about a Child's accident or incident reports including reports of pre-existing injuries.
- Information about a Child's incident forms / child protection referral forms / child protection case details / reports.

**Parents:**

We will collect, store, and use the following categories of personal information about Parents:

- Name
- Home address
- Telephone numbers, and personal email addresses.
- National Insurance number.
- Bank account details.

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a Parent's race or ethnicity, spoken language and nationality.
- Conversations with Parents where Employees of the Nursery deem it relevant to the prevention of radicalisation or other aspects of the governments Prevent strategy.

## HOW IS YOUR PERSONAL INFORMATION COLLECTED?

### Employees:

We collect personal information about Employees through the application and recruitment process, either directly from candidates or sometimes from an employment agency or background check provider. We may sometimes collect additional information from third parties including former employers, credit reference agencies or other background check agencies.

We will collect additional personal information in the course of job-related activities throughout the period of when an Employee works for us.

### Children and Parents:

We collect personal information about Children and Parents from when the initial enquiry is made by the Parents, through the enrolment process and until the Children stop using the Nursery's services.

## HOW WE WILL USE INFORMATION ABOUT YOU

We will only use Your personal information when the law allows us to. Most commonly, we will use Your personal information in the following circumstances:

1. Where we need to perform the contract, we have entered into with You.
2. Where we need to comply with a legal obligation.
3. Where it is necessary for our legitimate interests (or those of a third party) and Your interests and fundamental rights do not override those interests.

We may also use Your personal information in the following situations, which are likely to be rare:

1. Where we need to protect Your interests (or someone else's interests).

### Situations in which we will use Employee personal information

We need all the categories of information in the list above (see Employee section within the Paragraph entitled 'The Kind of Information We Hold About You') primarily to allow us to perform our contracts with Employees and to enable us to comply with legal obligations. The situations in which we will process Employee personal information are listed below.

- Making a decision about an Employee's recruitment or appointment.
- Checking an Employee is legally entitled to work in the UK. Paying an Employee and, if an Employee is an Employee or deemed Employee for tax purposes, deducting tax and National Insurance contributions (NICs).
- Providing any Employee benefits to Employees.
- Enrolling you in a pension arrangement in accordance with our statutory automatic enrolment duties.
- Liaising with the trustees or managers of a pension arrangement operated by a group company, your pension provider and any other provider of employee benefits.
- Administering the contract, we have entered into with an Employee.
- Conducting performance and/or salary reviews, managing performance and determining performance requirements.



- Assessing qualifications for a particular job or task, including decisions about promotions.
- Gathering evidence for possible grievance or disciplinary hearings.
- Making decisions about an Employee's continued employment, engagement.
- Making arrangements for the termination of our working relationship.
- Education, training and development requirements.
- Dealing with legal disputes involving Employees, including accidents at work.
- Ascertaining an Employee's fitness to work.
- Managing sickness absence.
- Complying with health and safety obligations.
- To prevent fraud.
- To monitor your use of our information and communication systems to ensure compliance with our IT policies.
- To ensure network and information security, including preventing unauthorised access to our computer and electronic communications systems and preventing malicious software distribution.
- Equal opportunities monitoring.

Some of the above grounds for processing will overlap and there may be several **grounds which justify our use of an Employee's personal information.**

#### **Situations in which the Nursery will use personal information of Children**

We need all the categories of information in the list above (see Children section within the Paragraph entitled 'The Kind of Information We Hold About You') primarily to allow us to perform our obligations (including our legal obligations to Children. The situations in which we will process personal information of Children are listed below.

- Upon consent from the Parents, Personal Data of Children will be shared with schools for progression into the next stage of their education.
- Personal information of Children will be shared with local authorities without the consent of Parents where there is a situation where child protection is necessary.
- The personal information of Children will be shared with local authorities without the consent of Parents for funding purposes.
- Ofsted will be allowed access to the Nursery's systems to review child protection records.
- To ensure we meet the needs of the Children
- To enable the appropriate funding to be received
- Report on a Child's progress whilst with the Nursery
- To check safeguarding records
- To check complaint records
- To check attendance patterns are recorded
- When a Child's Progress Report is given to its Parent in order for that Parent to pass the same Progress Report to a school for application or enrolment purposes

#### **Situations in which the Nursery will use personal information of Parents**

We need all the categories of information in the list above (see Parents section within the Paragraph entitled 'The Kind of Information we Hold About You') primarily to allow us to perform our contracts with Parents and to enable us to

comply with legal obligations. The situations in which we will process personal information of Parents are listed below.

- The personal information of Parents will be shared with local authorities without the consent of Parents for funding purposes.
- To report on a Child's attendance
- To be able to contact a Parent or a Child's emergency contact about their Child
- To ensure nursery fees are paid

### **If Employees and Parents fail to provide personal information**

If Employees and Parents fail to provide certain information when requested, we may not be able to perform the respective contracts we have entered into with Employees and Parents, or we may be prevented from complying with our respective legal obligations to Employees, Children and Parents.

### **Change of purpose**

We will only use Your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use Your personal information for an unrelated purpose, we will notify the Employee, Child or Parent, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so.

Please note that we may process an Employee's, a Child's or a Parent's personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

### **HOW WE USE PARTICULARLY SENSITIVE PERSONAL INFORMATION**

"Special categories" of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. We may process special categories of personal information in the following circumstances:

1. In limited circumstances, with Employee or Parent explicit written consent.
2. Where we need to carry out our legal obligations or exercise rights in connection with Employee employment.
3. Where it is needed in the public interest, such as for equal opportunities monitoring or in relation to our occupational pension scheme.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect an Employee, a Child or a Parents' interests (or someone else's interests) and the Employee, Child or Parent as is appropriate is not capable of giving consent, or where the Employee or Parent has already made the information public.

### **The Nursery's obligations as an employer**

We will use particularly sensitive personal information of Employees in the following ways:

- We will use information relating to leaves of absence, which may include sickness absence or family related leaves, to comply with employment and other laws.
- We will use information about the physical or mental health of an Employee, or their disability status, to ensure Employee health and safety in the workplace and to assess the fitness of Employees to work, to provide appropriate workplace adjustments, to monitor and manage sickness absence and to administer benefits including statutory maternity pay, statutory sick pay and pensions.

- We will use information about an Employee's race or national or ethnic origin, religious, philosophical or moral beliefs, or an Employee's sexual life or sexual orientation, to ensure meaningful equal opportunity monitoring and reporting.

### **Do we need Employee consent?**

We do not need the consent of Employees if we use special categories of personal information in accordance with our written policy to carry out our legal obligations or exercise specific rights in the field of employment law. In limited circumstances, we may approach Employees for their written consent to allow us to process certain particularly sensitive data. If we do so, we will provide Employees with full details of the information that we would like and the reason we need it, so that Employees can carefully consider whether they wish to consent. Employees should be aware that it is not a condition of their contract with the nursery that they agree to any request for consent from us.

### **INFORMATION ABOUT CRIMINAL CONVICTIONS**

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where such processing is necessary to carry out our obligations and provided, we do so in line with our data protection policy.

Less commonly, we may use information relating to criminal convictions where it is necessary in relation to legal claims, where it is necessary to protect the interests of You (or someone else's interests) and You are not capable of giving your consent, or where an Employee or a Parent, as is relevant to the circumstances, has already made the information public.

We envisage that we will hold information about criminal convictions.

We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so, which includes but is not limited to Disclosure and Barring Service ("DBS") checks. Where appropriate, we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of you working for us. We will use information about criminal convictions and offences in the following ways:

- To conduct a DBS check on each Employee, to record the date of the DBS check, the number of the DBS check and the name of the body conducting the DBS check.

We are allowed to use your personal information in this way to carry out our obligations. We have in place an appropriate policy and safeguards which we are required by law to maintain when processing such data.

### **AUTOMATED DECISION-MAKING**

Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making in the following circumstances:

1. Where we have notified Employees or Parents of the decision and given the Employee or the Parent as is appropriate 21 days to request a reconsideration.
2. Where it is necessary to perform the contract with an Employee or a Parent and appropriate measures are in place to safeguard the Employee's, the Child's or the Parent's rights as is appropriate.
3. In limited circumstances, with explicit written consent from the Employee or the Parent, as is appropriate, and where appropriate measures are in place to safeguard Employee or Parent rights.

If we make an automated decision on the basis of any particularly sensitive personal information, we must have either explicit written consent from an Employee or a Parent as is appropriate, or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard an Employee or a Parents rights as is relevant in the circumstances.

You will not be subject to decisions that will have a significant impact on You based solely on automated decision-making, unless we have a lawful basis for doing so and we have notified the Employee or the Parent as is appropriate in the circumstances.

## **DATA SHARING**

We may have to share Employee, Child or Parent data with third parties, including third-party service providers and other entities in the group.

We require third parties to respect the security of Your data and to treat it in accordance with the law.

### **Why might the Nursery share Employee, Child or Parent personal information with third parties?**

We will share Your personal information with third parties where required by law, where it is necessary to administer the working relationship with You or where we have another legitimate interest in doing so.

### **Which third-party service providers process my personal information?**

"Third parties" includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group. The following third-party service providers process personal information about you for the following purposes:

- Local Authorities – for funding and monitoring reasons (e.g., equal opportunities and uptake of funded hours)
- Regulatory bodies – for ensuring compliance and the safety and welfare of the children
- Schools – to provide a successful transition by ensuring information about the child's progress and current level of development and interests are shared

We will share personal data regarding your participation in any pension arrangement operated by a group company with the trustees or scheme managers of the arrangement in connection with the administration of the arrangements.

### **How secure is my information with third-party service providers and other entities in our group?**

All our third-party service providers and other entities in the group are required to take appropriate security measures to protect Your personal information in line with our policies. We do not allow our third-party service providers to use Your personal data for their own purposes. We only permit them to process Your personal data for specified purposes and in accordance with our instructions.

### **What about other third parties?**

We may share Your personal information with other third parties, for example in the context of the possible sale or restructuring of the business. In this situation we will, so far as possible, share anonymised data with the other parties before the transaction completes. Once the transaction is completed, we will share Your personal data with the other parties if and to the extent required under the terms of the transaction.

We may also need to share Your personal information with a regulator or to otherwise comply with the law.

## **DATA RETENTION**

### **How long will you use my information for?**

We will only retain Your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. Details of retention periods for different aspects of your personal information are available in our retention policy which is available from the manager. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of Your personal data, the purposes for which we process Your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

In some circumstances we may anonymise Your personal information so that it can no longer be associated with You, in which case we may use such information without further notice to You. Once you are no longer an Employee, or a Child benefiting from the Nursery's services or a Parent, as is appropriate, we will retain and securely destroy your personal information in accordance with our data retention policy **OR** applicable laws and regulations.

## **RIGHTS OF ACCESS, CORRECTION, ERASURE, AND RESTRICTION**

### **Your duty to inform us of changes**

It is important that the personal information we hold about You is accurate and current. Please keep us informed if Your personal information changes during your working relationship with us.

### **Your rights in connection with personal information**

Under certain circumstances, by law You have the right to:

- **Request access** to Your personal information (commonly known as a “data subject access request”). This enables You to receive a copy of the personal information we hold about You and to check that we are lawfully processing it.
- **Request correction** of the personal information that we hold about You. This enables You to have any incomplete or inaccurate information we hold about You corrected.
- **Request erasure** of your personal information. This enables Employees or Parents to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove Your personal information where You have exercised Your right to object to processing (see below).
- **Object to processing** of Your personal information where we are relying on a legitimate interest (or those of a third party) and there is something about Your particular situation which makes You want to object to processing on this ground. You also have the right to object where we are processing Your personal information for direct marketing purposes.
- **Request the restriction of processing** of Your personal information. This enables Employees or Parents, as is appropriate, to ask us to suspend the processing of personal information about You for example if You want us to establish its accuracy or the reason for processing it.
- **Request the transfer** of Your personal information to another party.

If You want to review, verify, correct or request erasure of Your personal information, object to the processing of Your personal data, or request that we transfer a copy of Your personal information to another party, please contact the manager in writing.

### **No fee usually required**

You will not have to pay a fee to access Your personal information (or to exercise any of the other rights).

### **What we may need from You**

We may need to request specific information from You to help us confirm your identity and ensure Your right to access the information (or to exercise any of Your other rights). This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

**RIGHT TO WITHDRAW CONSENT**

In the limited circumstances where You may have provided Your consent to the collection, processing and transfer of Your personal information for a specific purpose, you have the right to withdraw Your consent for that specific processing at any time. To withdraw Your consent, please contact [the manager]. Once we have received notification that You have withdrawn Your consent, we will no longer process Your information for the purpose or purposes You originally agreed to, unless we have another legitimate basis for doing so in law.

**CHANGES TO THIS PRIVACY NOTICE**

We reserve the right to update this privacy notice at any time, and we will provide You with a new privacy notice when we make any substantial updates. We may also notify You in other ways from time to time about the processing of your personal information.

**If you have any questions about this privacy notice, please contact Ting Healey (setting co-owner) on 01303 259226/ [radnorparkkindergarten@hotmail.co.uk](mailto:radnorparkkindergarten@hotmail.co.uk) or Emily Sargeant (setting Manager) on 01303 259226 / [radnorparkkindergarten@hotmail.co.uk](mailto:radnorparkkindergarten@hotmail.co.uk)**

I, \_\_\_\_\_ (Employee/Parent), acknowledge that on \_\_\_\_\_ (date), I received a copy of the Nursery’s privacy notice for Employees, Children and Parents and that I have read and understood it.

Signature

.....

Name

.....

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
<i>December 2023</i>	<i>Emily Sargeant</i>	<i>December 2024</i>

This privacy statement was prepared by Stephenson Solicitors LLP, 1<sup>st</sup> Floor Sefton House, Northgate Close, Bolton, BL6 6PQ on behalf of NDNA.

# Acceptable IT Use

## Legislation

- Data Protection Act 2018
- General Data Protection Regulation (Regulation (EU) 2016/679).

## Related policies

- Whistleblowing
- Social networking
- Safeguarding children and child protection
- Online safety.

This policy describes the rights and responsibilities of staff using resources such as computers, tablets, the internet, landline and mobile telephones, and other electronic equipment. It explains the procedures you are expected to follow and makes clear what is considered acceptable behaviour when using them. These devices are a vital part of our business and should be used in accordance with our policies in order to protect children, staff and families.

## Security and passwords

All electronic devices will be password protected and passwords will be updated on a regular basis. Passwords for our systems are confidential and must be kept as such. You must not share any passwords with any other person; in particular you must not allow any other staff member to know or use your password.

## Email

We expect all staff to use their common sense and good business practice when using email. As email is not a totally secure system of communication and can be intercepted by third parties, external email should not normally be used in relation to confidential transactions. Emails must not be used to send abusive, offensive, sexist, racist, disability-biased, sexual orientation based or defamatory material, including jokes, pictures or comments which are potentially offensive. Such use may constitute harassment and/or discrimination and may lead to disciplinary action up to and including summary dismissal. If you receive unwanted messages of this nature, you should bring this to the attention of your manager.

## Internet access

You must not use the internet facilities to visit, bookmark, download material from or upload material to inappropriate, obscene, pornographic or otherwise offensive websites. Such use constitutes misconduct and will lead to disciplinary action up to and including summary dismissal in serious cases.

Each employee has a responsibility to report any misuse of the internet or email. By not reporting such knowledge, the employee will be considered to be collaborating in the misuse. Each employee can be assured of confidentiality when reporting misuse.

### **Personal use of the internet, email and telephones**

Any use of our electronic communication systems (including email, internet and telephones) for purposes other than the duties of your employment is not permitted.

Emergency personal calls need to be authorised by the manager and, where possible, be made on your own personal mobile phone outside the nursery.

Disciplinary action will be taken where:

- The privilege of using our equipment is abused, or
- Unauthorised time is spent on personal communications during working hours.

### **Data protection**

When using any of our systems employees must adhere to the requirements of the General Data Protection Regulation 2018 (GDPR). For more information see our Data protection and confidentiality policy.

### **Downloading or installing software**

Employees may not install any software that has not been cleared for use by the manager onto our computers or systems. Such action may lead to disciplinary action up to and including summary dismissal in serious cases.

### **Using removable devices**

Before using any removable storage media which has been used on hardware not owned by us (e.g. USB pen drive, CDROM etc.) the contents of the storage device must be virus checked.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
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# Record Retention Policy

This policy is subject to the laws relating to data protection and document retention.

We are required under legislation to keep certain records about children, parents and also staff members. Due to this legislation, we are required to keep this information for a set amount of time.

Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the Access and storage of information policy, Data protection and confidentiality policy and the GDPR privacy notice.

Children's records: A reasonable period of time after children have left the provision. We follow the Local Authority procedure which states they should be kept for years.

Records relating to individual children e.g. care plans, speech and language referral forms: We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records.

Copies will be kept for a reasonable period. We follow the Local Authority procedure which states they should be kept for is the recommendation until after our next Ofsted inspection.

Accidents and pre-existing injuries: If relevant to child protection we will keep these until the child reaches 25 years old.

Safeguarding records and cause for concern forms: We will pass these on to the child's new educational establishment e.g. school. In the event that we are not informed of the child's new placement, we will keep the records until the child has reached 25 years old.

Records of any reportable death, injury, disease or dangerous occurrence (for children): As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 21 years and 3 months.

Records of any reportable death, injury, disease or dangerous occurrence (for staff): 3 years.

Type of accidents include fractures, broken limbs, serious head injuries or where the child is hospitalised: Until the child reaches the age of 21 years and 3 months.

Observation, planning and assessment records of children: We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

Information and assessments about individual children are either given to parents when the child leaves or to the next setting or school that the child moves to (with parents' permission).

Personnel files and training records (including disciplinary records and working time records): 7 years.

Signing in book: Up to 24 years as part of the child protection trail.

This policy will be reviewed annually and amended according to any change in law and/or legislation.

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# Irregular Attendance Policy

EYFS: 3.1, 3.2, 3.4, 3.6, 3.7, 3.69,

## Policy Statement

We appreciate that from time-to-time children may be absent from nursery and that this can be for various reasons such as holiday, illness and family commitments. However, in order to maintain accurate records, we ask that the following procedures are adhered to. This is to ensure that we continue to work and maintain high standards of communication with our families and are able to safeguard the children.

Regular and punctual attendance is of paramount importance in ensuring that all children have full access to the curriculum. Valuable learning time is lost when children are absent or late and research has regularly shown the negative effect of absence

This policy reflects the vision and aims of Radnor Park Kindergarten by:

- Encouraging staff, parents/carers, and children to maximise the learning experience in order that all children reach their full potential.
- Providing clear procedures for involving parents/carers relating to the setting attendance.

## Principles

There are several reasons why a child may be absent from a setting. In most cases it is reasonable to expect that parents/carers alert the setting as soon as possible, or in the case of appointments and holidays give at least 6 weeks' notice. Parents/carers are advised that they should contact the setting by 9.00am to advise of their child's absence that day and provide a daily update for longer periods of absence. This can be done by telephone on 01303 259226 or writing via email to [parents/carers@radnorparkkindergarten.com](mailto:parents/carers@radnorparkkindergarten.com). Information about the cause of each absence is always required by the kindergarten for auditing purposes and we encourage parents/carers to support us in this policy to ensure the best possible experiences and learning outcomes for every child we care for.

Attendance and punctuality will be monitored and supported for every child in the kindergarten and advice given to support attendance. It is ultimately the responsibility of parents/carers to ensure that their children attends, and if they do not liaise with the setting as to why their child is not in regular attendance, the setting reserves the right to withdraw their place and reallocate it to another child.

## The Role of Staff

The staff within each room complete a register at the beginning of each morning and afternoon session and when the child leaves at the end of their booked sessions. Notes are recorded on the register as to the reason for the late arrival and absences and if a child is reluctant to attend the setting, communication between parent and nursery is encouraged.

- If a child who normally attends fails to arrive and no contact has been received from their parents/carers, the designated person within the setting will take immediate action to contact the parent/carers to seek an explanation for the absence and be assured that the child is safe and well.
- Attempts to contact the child's parents/carers or other named carers continue throughout the day on the first day of absence if no initial contact is made.
- If no contact is made with the parents/carers and there is no means to verify the reason for the child's absence i.e., through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the manager each day until contact is made.

- If contact has not been made within three working days, children's services will be contacted for advice about making a referral. Other relevant services may be contacted in line with our Safeguarding policies and procedures.
- All absences are recorded with the reason given for the absence, the expected duration and any follow up action taken or required with timescales.
- Absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.
- Absence records are audited by the Compliance Office at Kent County Council for all children who are in receipt of the Free Early Education for 2, 3 and 4 year olds/

### **Safeguarding vulnerable children**

For children who are regarded as being vulnerable:

- The designated person or key person attempts to contact the parents/carers to establish why the child is absent. If contact is made and a valid reason given, the information is recorded.
- Any relevant professionals involved with the child are informed, e.g., social worker/family support worker.
- If contact is made and the designated person is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the designated person contacts the relevant professionals and informs them of the situation.
- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- If, at any time, information comes to light that gives cause for concern, safeguarding children, young people and vulnerable adults' procedures are followed immediately

### **What should parents/carers do?**

- Make sure your child attends agreed nursery sessions.
- If your child will not be attending their agreed nursery session(s) you should inform the nursery on the first day of your child's absence or prior to their first day of absence, if this is appropriate.
- Ensure you inform the nursery of any changes to your contact details specified on your parent/carer contract to ensure we can contact you regarding any absences.

Whilst attendance at an early year's setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

- In the first instance the setting manager should discuss a child's attendance with their parents/carers to ascertain any potential barriers e.g. transport, working patterns etc and should work with the parent/carer to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the setting manager must review the situation and decide if a referral to a multi-agency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

There are local authority policies in place for reclaiming FEE funding when a child is absent from a setting without valid reasons to do so.

### **Procedure for absence meeting with parent/carers**

Absences are monitored and recorded and where necessary a letter and/or meetings will be sent/arranged by the setting, if absence is a persistent problem.

The purpose of the meeting is to:

- Establish the reason for the child's absence
- Agree with parents/carers/carers a date for returning to their booked sessions;

- Establish whether further support is required
- Establish whether the nursery place is not required.
- If the place is not required, the family will be asked to provide written notice in accordance with the Admissions Policy and the Parent/Carer Contract.
- If there is a safeguarding concern a member of the management team will complete the Cause for Concern Form with details of the reasons for the child's absence and pass immediately to the Designated Safeguarding Lead
- If the funded nursery place is no longer required by the family, the nursery will complete the relevant paperwork and submit it to the Local Authority.

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## Final Word

Thank you for taking the time to read through the policies and procedures. If you have any questions about any of the content, do ask a member of the management team for clarification. Please keep this document handy, so that you can refer to it easily in future.

Kind regards

Emily Sargeant