**YOUNGSTARS**

**NURSERY**

**Peabody Hill Community Hall**

**West Dulwich London SE21 8LA**

## Nursery Manager: Denise Crawford

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**GOVERNING BODY DOCUMENT**

**POLICIES**

**&**

**PROCEDURES**



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**GENERAL**

**POLICIES**

**COMMUNICATIONS POLICY**

Welcome to Youngstars Nursery. Youngstars Nursery is a community-based project of Youngstars **.** The Nursery operates within the management of the Youngstars Directors and an elected management committee formed of staff and parent representivites.

**ADMISSIONS POLICY**

We aim to ensure that all of our community have access to the setting through open, fair and clearly communicated procedures. In order to achieve this we operate the following admissions policy:

* We ensure the existence of our setting is widely advertised in places accessible to all sections of the community. Where possible we provide access, via Lambeth, to materials in multiple Languages, Braille, through British sign Language or an Interpreter
* Each child and their family are treated with respect and regard to their needs arising from their gender, special educational need, ability, social background, religion, ethnicity or from English being a newly acquired additional Language. We ensure all children and families are helped to engage in the life of our setting, adapting practices and environment when necessary and where possible
* We reflect the diversity of our community and wider society in our publicity and promotional materials
* Parents/carers may register children from the age of 2 years for admission to the Nursery by completing an application form
* Our waiting list is arranged in order of date of birth. Whenever a place becomes available at Nursery it will be offered to the next child on the list of eligible age
* Places may be available for children from the age of 2.5 years at each session. However, the majority of places are for children aged 3 – (rising) 5 years
* As far as possible parents will be given 4 weeks prior notice of a vacancy
* We offer places for funded two, three and four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks
* Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child
* Care plans and the settling in processes will be made in line with regulations
* The Nursery Board of Directors reserves the right, in exceptional circumstances, to offer emergency admissions based on special need
* The Nursery Board of Directors reserves the right to exclude any child on the grounds of unacceptable behaviour or immaturity, where the well-being or safety of the child, and/or other children may be adversely affected
* Parents/carers are required to give at least 4 weeks notice when withdrawing a child from Nursery
* With the exception of small stud earrings, no jewellery is to be worn by children in Nursery, as this is a health and safety hazard
* It is important that all children attend Nursery regularly and on time. If your child is unwell please text our mobile **07714 755873** oremail info@youngstars-nurseries.co.uk If you are going away with your child please let us know verbally or via email.

**THE ROLE OF THE KEY PERSON AND SETTLING IN**

We believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Secure relationships support children to thrive, gives parents confidence and makes the setting a happy place to attend or work in. We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with all our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make Nursery a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

**Procedures**

* We allocate a key person before the child starts
* The key person is responsible for:
* Providing an induction for the family and for settling the child into our setting
* Completing relevant forms with parents, including consent forms
* Explaining our policies and procedures to parents with particular focus on policies such as safeguarding and our responsibilities under the Prevent Duty
* Offering unconditional regard for the child and being non-judgemental
* Working with the parents to plan and deliver a personalised plan for the child’s well-being, care and learning
* Acting as the key contact for the parents
* Developmental records and for sharing information on a regular basis with the child’s parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home
* Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child’s development with those carers
* Encouraging positive relationships between children in her/his key group, spending time with them as a group each day.

Although we promote the role of the key person as the child’s primary carer in our setting, we pride ourselves on the fact each staff member knows every child really well. Staff often carry out observations for each other and share relevant information in order to provide every child with a base of caring and interested staff.

**Settling-in**

* Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus, latest newsletter and policies), displays about activities available within the setting, information days and individual meetings with parents
* During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting
* The key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process
* We use pre-start visits and the first session at which a child attends to explain and complete, with his/her parents, the child's registration records
* When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting
* We have an expectation that the parent, carer or close relative will stay for most of the session during the first day or two, gradually taking time away from their child; increasing this time as and when the child is able to cope
* Younger children may take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re- settle them
* We judge a child to be settled when they have formed a relationship with their key person (or any staff member) for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities
* When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when
* We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first few sessions, or possibly longer, until their child can stay happily without them
* We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children
* Within the first four to six weeks of starting we discuss and work with the child's parents to begin to create their child's record of achievement.

**The progress check at age two**

* If the Health visitor has not done the child’s 2 year check, and your child starts before they are 2.5 then key person carries out the progress check in accordance with any local procedures that are in place and referring to the guidance *A Know How Guide: The EYFS progress check at age two*
* The progress check aims to review the child’s development and ensures that parents have a clear picture of their child’s development
* Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected
* The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s)
* The key person will plan activities to meet the child’s needs within the setting and will support parents to understand the child’s needs in order to enhance their development at home.

**Staff in general**

We use the following ratios of adult to children:

* Children aged two years: 1 adult : 4 children
* Children aged three years and over: 1 adult : 8 children
* We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements
* The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort
* A minimum of two staff/adults are on duty at any one time; one of whom is either our manager or deputy
* Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are always within sight *or* hearing of staff at all times
* All staff are deployed according to the needs of the setting and the children attending
* Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going
* Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children
* We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time
* All staff hold full and relevant level 3-6 qualifications.

**COMPLAINTS PROCEDURE**

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. We anticipate that most concerns will be resolved quickly, by an informal approach (with the appropriate member of staff). If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our setting to a satisfactory conclusion for all of the parties involved. We are committed to open and regular dialogue with parent/carers and welcome comments on our services, regardless of whether they are positive or negative (we have a comment/suggestion box for those who wish to do this anonymously).

The formal procedure is as follows:

In normal circumstances, the Nursery manager will be responsible for managing complaints. If a complaint is made against the manager, a member of the board will conduct the investigation. All complaints made to staff will be recorded in detail in the Incident Record Book.

**Stages of complaints**

Stage One

In the first instance, parent/carers should be encouraged to speak directly to the relevant member of staff, if deemed appropriate. If not, the manager should be approached and they will try to resolve the problem. If a satisfactory resolution cannot be found, then Stage Two of the procedure will formally come into operation.

Stage Two

We keep a record in our Incident Record Book of all complaints that reach stage 2 or beyond. This is made available to parents as well as OFSTED inspectors.

If informal discussions of a complaint or problem have not produced a satisfactory resolution to the situation, parent/carers should put their complaint in detail and in writing to the manager (or the board if the complaint is about the manager). They should include relevant witness names, dates, evidence and any other important information on the nature of the complaint.

The setting will acknowledge receipt of the complaint as soon as possible – within three working days and fully investigate the matter within 15 working days. The manager, or board, will arrange a time to meet the parent/carer concerned and any other relevant individuals, such as members of staff, to discuss the complaint and the Setting’s response to it. The manager/board will judge if it is best for all parties to meet together or if individual meetings are more appropriate. A report will then be written to what was discussed and any actions taken or resolutions made. If at the conclusion of this process parents or carers remain dissatisfied with the response they have received, the original complaint along with the setting’s response will be passed to the chair of the board who will adjudicate the case.

The chair will review and investigate the complaint and send a detailed response, including any actions to be taken, to both the manager and the parent/carers concerned within 15 working days.

Complaint records are retained by the Nursery for a minimum of three years.

If there is any delay, the setting will advise the parent/carers of this in good time and offer an explanation. The manager will be responsible for sending them a full and formal response to the complaint. The formal response to the complaint from the setting must be sent to the parent/carer concerned within 15 days and copied to all relevant members of staff if appropriate. The response will include recommendations for dealing with the complaint and for any amendments to the setting’s policies or procedures emerging from the investigation.

**Safeguarding children**

If the manager has good reason to believe that the situation has child protection implications, they must inform the designated Child Protection Officer and ensure that the local social services department is contacted, according to the procedure set out in the Child Protection policy.

If the complaint involves an allegation against a member to staff that may have harmed a child, the Local Authority Designated Officer (LADO) must be advised in accordance with the Allegations Against Staff policy. If any party involved in the complaint has good reason to believe that a criminal offence has been committed, then they must contact the police.

**Making a complaint to Ofsted**

Any parent/carer can, at any time, submit a complaint to Ofsted about any aspect of registered childcare setting. Ofsted will consider and investigate all complaints received.

Parents can complain to Ofsted by telephone or in writing at:

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

Tel: 0300 123 1231

**Useful Resources:**

* ACAS - [www.acas.org.uk](http://www.acas.org.uk) 08457 474747
* Ofsted [www.ofsted.gov.uk](http://www.ofsted.gov.uk) 0845 601 4771
* Inspection Support Team, Freshford House, Redcliffe

House, Bristol, BS1 6NL

* What To Do If You’re Worried A Child is Being Abused?
* [www.doh.gov.uk/safeguardingchildren/index.htm](http://www.doh.gov.uk/safeguardingchildren/index.htm)

**HEALTH & SAFETY POLICY AND PRACTICE** (general)

In order to ensure the safety of children, parents, visitors and staff, the Nursery will ensure that it complies with The Health and Safety at Work Act 2015 and the Workplace (Health, Safety and Welfare) Regulations 1999 and their associated Approved Code of Practice (ACoP), and guidance will be complied with at all times. The following steps should be followed to create an environment that is safe and without risk:

* All children are supervised by staff at all times and will always be within sight of at least one member of staff
* A book is available at each session for the reporting of any accident / incident
* All staff are aware of the system(s) in operation for recording the children’s, and any (authorised) visitors, arrival and departure times and a member of staff will be at the door during these periods
* Children will leave the group only with adults authorised by the parent/carer or with authorised staff
* Equipment is checked regularly and any dangerous items repaired / discarded
* We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity
* Electrical items undergo annual PAT tests
* Fires / heaters / electric points / wires and leads are adequately guarded
* The hot water temperature is controlled
* Lighting and ventilation is adequate in all areas
* All dangerous materials e.g. cleaning materials, are stored out of reach of children
* Non-toxic materials are used for activities
* Fire drills are held at least twice a term and are in line with the procedures specific to our building, making reasonable adjustments as required
* A register of staff, visitors and children is completed on arrival so that a complete record of all those present is available in any emergency
* There is a no smoking policy in (or around the immediate proximity) of the building
* During any session all members of staff will hold a current paediatric first aid certificate. For good practice we ensure training is updated every three years and is approved by the Local Authority Early Years Service to ensure it is consistent with the Early Years Foundation Stage Practice Guidance and OFSTED requirement
* A correctly stocked first aid box is available at all times. The contents of the box are regularly checked and products kept up to date in accordance with Health and Safety regulations 1981
* The location of the First Aid box, and the names of qualified first-aiders, are clearly displayed in and around our Nursery area
* Written permission from parents and carers must be obtained in order to give first aid treatment to their child if it is necessary
* Any first aid administered will be fully recorded in the Accident and Emergency Book and comply with the medications policy if necessary
* Registration forms must include information on children's reactions to accidents, any allergies and any cultural or religious beliefs that need to be taken into account
* There will always be at least one person on outings who has a current paediatric first aid certificate. A First Aid box will be taken out on any outings. In case of emergencies, we will always ensure staff have access to a phone and if mobiles are being used, the battery is fully charged and ready to use
* Whenever children are on the premises at least two members of staff are present
* If a child falls asleep in-situ, it may be necessary to move or wake them to make sure they are safe and comfortable
* Large equipment is erected with care and checked regularly and resources / materials stored, and stacked, safely
* Youngstars have public liability insurance (and employers' liability insurance). The certificate for public liability insurance is displayed on our noticeboard
* Personal possessions are securely stored
* Activities such as cooking and energetic play receive close and constant supervision
* Internal safety gates / barriers are used as necessary
* On outings, the staff : child ratio will be at least one to two
* Our outside area is secure, it is cleared of rubbish or dangerous plants / objects before use and the outside trays all have lids / covers.

Youngstars regards the promotion of Health and Safety measures as a mutual objective for management and staff at all levels, it is therefore the management's policy to do all that is reasonable to prevent personal injury and damage to property and to protect everyone from foreseeable work hazards, including the public, in so far as they come into contact with Youngstars , its operations and buildings.

In particular, the management has a responsibility:

* To maintain a constant interest in health and safety matters applicable to the Nursery activities, in particular, by consulting and involving staff or their representatives wherever possible
* To make available all necessary safety devices and protective equipment and to supervise their use
* To provide and maintain safe and healthy working conditions taking account of any statutory requirements
* To provide training and instruction to enable staff to perform their work safely and efficiently

All staff and volunteers have a duty to co-operate in the operation of this policy:

* All accidents or incidents will be recorded in detail and logged in the Accident Record Book. Parents and carers will be asked to sign in the relevant section of the book to acknowledge the incident or accident and any actions taken
* By adhering to the Nursery Procedures, for securing a safe workplace
* By assisting in the investigation of accidents with the objective of introducing new measures to prevent a recurrence
* By reporting incidents that have led or may lead to injury or damage to property, plant or equipment
* By using the protective equipment provided and by meeting statutory obligations
* By working safely and efficiently, adhering to safe lifting guidelines and not being in the building alone
* Parents and carers will always be made fully aware of the details of any incidents involving their child’s health and safety, and any actions taken by the staff of Youngstars Nursery.

Whilst Youngstars accepts its responsibility for the health, safety and welfare of people in the building, every effort will be made to balance well-being with the right of personal choice, independence, and right to take risk. In the unlikely event of an accident staff, volunteers, and students are familiar with how to respond to an accident or, incident on, our premises.

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the reporting of injury, disease and dangerous occurrences regulations). We report to the health and safety executive.

A copy of this statement, together with procedures will be displayed in suitable areas. This Policy document will be continually reviewed by the Board of Directors and amended, or added to, as appropriate.

**Legal framework**

* Health and Safety at Work Act (1974, revised 2015)
* Management of Health and Safety at Work Regulations (1999)
* Electricity at Work Regulations (1989)
* Control of Substances Hazardous to Health Regulations (COSHH) (2002)
* Manual Handling Operations Regulations (as Amended 2004)
* Health and Safety (Display Screen Equipment) Regulations (1992)

**Further guidance**

* Health and Safety Law: What You Need to Know (HSE Revised 2009)
* Health and Safety Regulation…A Short Guide (HSE 2003)
* Electrical Safety and You: A Brief Guide (HSE 2012)
* Working with Substances Hazardous to Health: What You Need to Know About COSHH (HSE Revised 2009)
* Getting to Grips with Manual Handling - Frequently Asked Questions: A Short Guide (HSE 2011)
* Education Inspection Framework: Education, Skills and Early Years (Ofsted 2019)
* Early Years Inspection Handbook for Ofsted Registered Provision (Ofsted 2019)
* RIDDOR Guidance and Reporting Form: www.hse.gov.uk/riddor

**HEALTH AND HYGIENE - POLICY AND PRACTICE**

Our Nursery promotes a healthy life style and demonstrates a high standard of hygiene in its day-to-day work with children and staff. This is achieved in the following ways:

**Health**

* Parents/carers are asked to keep their children at home if they have any infection, and to inform the Nursery as to the nature of the infection so that Nursery can alert other parents/carers
* Parents/carers are asked not to bring into the Nursery any child who has been vomiting or had diarrhoea in the past 48 hours
* If the children of Nursery staff are infectious, the children will not accompany their parents/carers to work in the Nursery
* Cuts or open sores, whether on staff or children, will be covered with sticking plaster or other dressing
* The Nursery will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept in their packages until needed
* Parents/carers will have the opportunity to discuss health issues with Nursery staff.

**Attendance at Nursery when unwell**

We appreciate that it is often difficult to assess whether a child is fit enough to attend Nursery first thing in the morning and that sometimes children’s symptoms deteriorate during the session. We will contact parents/carers if we consider that a child is not well enough to be in Nursery. This is for the benefit of your child and also to prevent the spread of infection.

Children will always be sent home if they suffer from a bout of sickness or diarrhoea and they should not return to Nursery for at least **48 hours** after the last attack. In all other matters, the Nursery will follow the guidance given in ‘School Health Matters’ in deciding whether children should be in Nursery. The document gives clear guidance on the period of exclusion necessary for various infectious diseases. Children who are unwell will be comforted, kept safe and under close supervision until they are collected. Where a child has a temperature or is in obvious distress, a member of staff will sit in a quiet area with the child, and measures taken to try to reduce the temperature**.**

Staff will document the care provided. This will include:

* child’s symptoms
* action taken
* the time that the parent/carer was contacted and the child was collected
* and any advice given to the parent/carer

Staff will document any medication administered in the accident and emergencies book ensuring that we have had written consent under the Medication and Accident and Emergencies procedures. We may consider taking a child to their GP if they need immediate medical attention and we are unable to contact the parent or carer.

**Children and families with HIV (Human Immunodeficiency Virus)**

Children and families with HIV are not excluded from our setting and may or may not have notified us of their condition. However, good practice regarding health and safety protects users from possible infection.

**Infectious and communicable diseases**

Parent/carers will be informed verbally and in writing as soon as possible if any infectious or communicable diseases are detected on the setting’s premises.

In addition Ofsted will be notified of:

* any food poisoning incident affecting two or more children cared for on the premises
* any child having meningitis
* an outbreak on the premises of any ‘Notifiable Disease’ identified as such in the Public Health Infectious Diseases Regulations 1988

We are permitted to refuse to accept a child back if they do not have a doctor’s note confirming that the child is fit to return and no longer poses any risk of infecting the other children or staff at the setting.

**Head lice**

When a case of head lice is discovered at the setting, the situation will be handled carefully and safely. The child concerned will not be isolated from other children, and there is no need for them to be excluded from activities or sessions at the setting (providing a parent/carer treats the infestation immediately).

When the child concerned is collected, their parent/carer will be informed in a sensitive manner. Other parents/carers will be informed (though not of which child) as quickly as possible in writing including advice and guidance on treating head lice.

Staff and carers should check themselves regularly for head lice and treat whenever necessary.

**Minimum exclusion periods for illness and disease**

The following recommended exclusion guidelines apply to children and staff in our setting. However, it is recommended that you consult the Health Protection Agency for an up to date list of exclusions as advice does change.

*Please refer to the table on the next page*

Antibiotics prescribed First 24 hours

Chicken Pox 7 days from when rash first appears

Diarrhoea 48 hours

Diphtheria 2-5 days

Gastro-enteritis, food poisoning

Salmonella and Dysentery 48 hours or until advised by the doctor

Glandular Fever Until certified well

Hand, Foot and Mouth disease During acute phase & while rash / ulcers are present

Hepatitis A 7 days from onset of jaundice and when recovered

Hepatitis B Until clinically well

High temperature 24 hours

Impetigo Until the skin has healed

Infective hepatitis 7 days from the onset

Measles 7 days from when the rash first appeared

Meningitis Until certified well

Mumps 7 days minimum or until the swelling has subsided

Pediculosis (lice) until treatment has been given

Pertussis (Whooping cough) 21 days from the onset

Plantar warts Should be treated and covered

Poliomyelitis Until certified well

Ringworm of scalp Until cured

Ringworm of the body Until treatment has been given

Rubella (German Measles) 4 days from onset of rash

Scabies Until treatment has been given

Scarlet fever and streptococcal infection 3 days from the start of the treatment

Tuberculosis Until declared free from infection by a

 doctor

Typhoid fever Until declared free from infection by a

 doctor

Warts (including Verrucae) Exclusion not necessary. Sufferer should

 keep feet covered.

**First aid**

All staff may deal with very minor injuries, such as abrasions, but must record all actions in the accident book. More severe bruising, abrasion, cut or any bump to the head must be referred to a qualified first aider. Rubber gloves must be worn whenever an adult or child’s skin is broken or when dealing with any contact with blood or other body fluids. If there is any doubt as to the severity of an injury, a first aider must attend to the child and consider whether to contact parents/carers or seek urgent medical attention. Any injury requiring the attention of a first aider will always be recorded and parents/carers will be notified as to treatment given.

During any session we have at least three members of staff with a current paediatric first aid certificate. For good practice we ensure training is updated every three years and is approved by the Local Authority Early Years Service to ensure it is consistent with the Early Years Foundation Stage Practice Guidance and OFSTED requirements.

**First aid box**

We have a first aid box with appropriately labelled contents. The box is kept where it is accessible, but out of reach of children. The contents of the box are regularly checked and products kept up to date in accordance with Health and Safety regulations 1981.

The location of the First Aid box, and the names of qualified first-aiders, are clearly displayed around our premises.

**Administering first aid**

All providers must hold written permission from parents and carers to give first aid treatment to their child if it is necessary (these must be signed during the induction of your child to Nursery). Any first aid administered will be fully recorded in the Accident and Emergency Book and comply with the medications policy if necessary.

Parents/carers must ensure Registration forms include information on:

* Children's reactions to accidents
* Any allergies to plasters or to medicine (e.g. penicillin)
* Any cultural or religious beliefs that need to be taken into account

The setting must inform the child’s parents/carers of any first aid administered during a session.

**MEDICINES AND HEALTH POLICY**

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness (the last day of using prescribed medication). We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

**Giving prescribed medicine in Nursery**

A few children, while fit to attend Nursery, may need to take medicines during Nursery hours, e.g. inhalers for the treatment of asthma, and they may require support from Nursery staff. Anyone may legally administer medication provided that the doctor’s instructions are followed exactly.

At Youngstars Nursery our qualified first aiders will be responsible for the administering of medicines. If they are not available, another member of staff may also do so if it is necessary for the medication to be taken immediately. Medicines that should be taken once or twice a day should normally be given at home rather than at Nursery (i.e. wherever possible the need to give medicines at Nursery should be avoided).

Unless prior arrangements have been made with the Nursery Manager, we cannot take responsibility for the administration of medication to children where:

* The precise timing of its administration is crucial to the health of the child
* Some technical or medical knowledge and/or specialist training is required
* Intimate contact with the child is necessary. This would include the administration of rectal diazepam, assistance with catheters, or the use of equipment for children with tracheotomies.

Any member of staff who is prepared to administer medicines should only do so under the strictly controlled guidelines as described in this document. A member of staff who does take responsibility for administering medicines takes a legal duty of care to discharge the responsibility appropriately. Every reasonable precaution must be taken.

Staff nominated to administer medicines to children will be covered by Youngstars’ insurance policy as long as they have taken all reasonable steps to follow the procedures in these guidelines.

**Parent’s/Carer’s Responsibility**

Parents/carers must make a request to the Nursery Manager or Deputy Manager for medicines to be given at Nursery by completion of the form for ‘Request for Storage and Administration of Medicines in School’.

Medicines must be provided in the original dispensed container fully labelled with the following information:

* Child’s name
* Name, and strength, of medicine
* Full directions for use
* Date, dose, method and time of dispensing

Parents/carers may need to consult with their GP or pharmacist in order to clarify this or to obtain an additional labelled container for use in school.

Parents/carers must notify the Nursery in writing of any changes in medicines or doses to be given.

Medicines must be replenished as necessary, in person, by the parent/carer.

If for any reason a child refuses to take their medication, staff will not attempt to force them to do so against their wishes. The manager and the child’s parent/carer should be notified, and the incident recorded in the Medication Record Book.

Parents/carers must advise the Nursery Manager of any significant medical condition or allergy their child may have, subject to confidentiality. The Nursery Manager should be informed by the parent/carer if their child is having medical treatment.

**Storage of medicines in Nursery**

Medicines will be kept in the locked Nursery cupboard, which is only accessible to staff. Medicines that need to be refrigerated will be stored in the Nursery fridge in the kitchen. Children will normally hold their inhalers unless there is a serious risk to their health not to do so. This would be discussed and agreed with their parents/carers.

**Administration of non-prescription (over the counter) medication**

We will not administer non-prescription drugs.

**Medicine for pain relief**

Unless prescribed by a doctor, we will not administer pain relief medicines. We consider that if a child is in pain and needs medication, then the child should not be in Nursery.

**Recording**

The administration of all prescribed medicines in Nursery and those stored centrally must be recorded on the school medicine record sheet. For any child requiring more than one medicine to be administered, a separate school medicine record sheet should be completed for each medicine.

The label on the medicine container should be checked against the details on the ‘Request for Storage and Administration of Medicines in Nursery’ form (completed by the parent/carer) and the school medicine record sheet. Any discrepancy should be queried with the parent/carer before administering the medicine.

**Disposal**

Medicines no longer required should be returned to the parent/carer for disposal at the earliest opportunity, and this should be recorded on the school medicine record sheet. If this is not possible, they should be returned to a community pharmacy to be disposed of appropriately.

**What to do when accidents happen**

All staff, volunteers, and students are familiar with how to respond to an accident on our premises. This includes the following key steps:

* The named first aider for our setting should be contacted immediately and take responsibility for the appropriate actions
* The manager of the setting should be notified immediately
* The first aider will assess whether:

They can treat the child on the premises

The child needs to go straight to hospital

They can safely wait for the child’s parent/carer to arrive.

An ambulance should be called where a child needs immediate hospital care. Staff will never transport the child to hospital in their own car. A member of staff will accompany the child to the hospital and will consent to medical treatment being given. A consent form for Emergency Medical Treatment should be completed and signed by the parent/carer for all children when they first register at our setting. Ofsted will be informed if the child has been kept in hospital overnight.

Staff will contact the parent/carer at the earliest opportunity and keep them informed of actions taken. If the child does not require immediate hospital care, but their condition means they should go home, staff will immediately contact the parent/carer and ask them to collect their child. The child will be made as comfortable as possible and be kept under close supervision until they are collected.

Cultural and religious preferences may need to be kept in mind before any medical treatment is given and it is up to the parent/carer to give us such information on our admission forms.

Parents and carers will always be made fully aware of the details of any incidents involving their child’s health and safety, and any actions taken by the staff of Youngstars Nursery.

**Accident recording**

All accidents or incidents will be recorded in detail and logged in the Accident Record Book. The book is kept in a secure, easily accessible location, known to all staff. Parents and carers will be asked to sign in the relevant section of the book to acknowledge the incident or accident and any actions taken by the provider. Staff will review the book regularly to see if potential hazards are highlighted. The accident report must include:

* Time, date and nature of accident
* Details of the children involved
* Details of any existing injuries (this may be recorded on a confidential sheet)
* The type of injury and location on the body (including injuries where no mark can be found)
* The action taken by the first aider, or any adult prior to the first aider being on the scene
* The circumstances of the accident and place of accident
* Any witnesses or other children involved
* The signature of the staff member who dealt with the accident, and any witness
* The signature of the parent/carer, plus notes of the advice given to the parent/carer.

The registered person and staff have a duty to ensure that the environment is made as safe as possible (in line with Health and Safety guidelines) and that all policies and procedures are put into practice.

**Sprains or broken bones**

A child will not be excluded from Nursery if suffering from a sprain or broken bone. This is the case if the child is able to function normally within the Nursery setting. Should the child require 1:1 care to use the toilet/climb the stairs or feed him/herself, the child will need to stay at home when staffing ratios are compromised. If the cast or sprain causes pain and the child appears distressed, the best place to be would be at home with his/her parents. In this case we would review on an individual basis each case from the point of view of the child and Nursery staff.

If the child has a long term disability, a health plan will be put into place and when full risk assessments and insurance implications are dealt with, the child may return to Nursery.

A child returning to Nursery with a sprain or broken bone will inevitably come into contact with elements that may contradict with best practice in terms of recovery. Youngstars Nursery will not take responsibility if a parent decides to bring their child into Nursery despite having a sprain or broken bone. We cannot restrain a child and prevent them from, running, jumping or doing any other activity that may hinder recovery.

A child returning to Youngstars Nursery with a sprain or broken bone will be required to provide full details from the doctor or hospital. These must outline the nature of the injury, risks and treatment. Parents will be asked to fill in a pre-existing injury form.

**Death of a child or serious injury**

All settings must notify Ofsted and Lambeth Community Children’s Services of any serious accident, or injury, or the death of the child whilst in their care and act on any advice given.

Provisions may also need to contact Lambeth Social Care and act on advice given accordingly.

When there is any injury requiring GP or hospital treatment, or where there is a death of a child on the premises, a report should be made to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences (Riddor). See RIDDOR Guidance and Reporting Form, [www.hse.gov.uk/riddor.index.htm](http://www.hse.gov.uk/riddor.index.htm)

**Dealing with incidents**

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the reporting of injury, disease and dangerous occurrences regulations). We report to the health and safety executive:

* Any accident to a member of staff requiring treatment by a general practitioner or hospital
* Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that could have caused an accident (i.e. a gas leak)
* Any incidents that are reportable to the Health and Safety Executive (i.e. break in, burglary, fire, flood, electrical failure, personal attack on a member of the Nursery community etc) are recorded in the accident/incident book and any following information/actions noted.

We also notify our insurance provider of all required conditions, as laid out in our insurance policy.

**Allergies**

When children have allergies we do everything possible to protect them from ill effects, by asking all parents/carers to avoid bringing nut products in to Nursery. As some children react if near nuts, it is vital that all parents/carers follow this request.

**More information**

The Nursery is kept advised of health alerts and any alterations to guidelines via the Health Authorities or Lambeth Early Years on health matters and reacts accordingly.

**Useful Resources:**

Health Protection Agency [www.hpa.org.uk](http://www.hpa.org.uk)

**Hygiene**

To prevent the spread of infection, staff will ensure that the following good practises are observed:

* Hands washed after using the toilet
* A box of tissues available and children encouraged to blow and wipe their noses when necessary. Soiled tissues disposed of hygienically
* Children encouraged to shield their mouths when coughing
* Individual paper towels used and disposed of appropriately
* Any spills of blood, vomit or excrement wiped up and flushed away down the toilet. Rubber gloves always used when cleaning up spills of body fluids. Floors and other affected surfaces disinfected
* Spare laundered pants, and other clothing, available in case of accidents and polythene bags available in which to wrap soiled garments
* Equipment and resources are washed regularly.

**Food**

Staff & volunteers will:

* Talk to parents/carers during induction and record their child’s dietary requirements and act on the information regarding any dietary needs. Special consideration is given to children’s food allergies. Cultural and religious preferences are also taken into account
* Always wash hands under running water before handling food and after using the toilet
* Not be involved with the preparation of food if suffering from any infectious / contagious illness or skin trouble
* Never cough or sneeze over food
* Wash fresh fruit and vegetables thoroughly before use
* Keep long hair tied back (when preparing food)
* Ensure there is fresh drinking water available at all times
* Ensure all utensils are kept clean and stored in a dust-free place, e.g. closed cupboard or drawer
* We are aware providers must notify Ofsted as soon as possible, or within 14 days of any food

poisoning incident affecting two or more children looked after on the premises. An early years provider who, without reasonable excuse, fails to comply with this requirement commits an offence.

**Nappy changing**

No child is excluded from participating in our setting who may, for any reason, not yet be toilet trained and who may still be wearing nappies or equivalent. We work with parents towards toilet training, unless there are medical or other developmental reasons why this may not be appropriate at the time.

We provide nappy changing facilities and exercise good hygiene practices in order to accommodate children who are not yet toilet trained.

We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures*:*

* We encourage young children from two years to normally wear pull ups, or other types of trainer pants, as soon as they are comfortable with this and if their parents agree.
* Children are only changed by staff members whilst maintaining their dignity and privacy at all times
* Our changing area is warm, with a safe area to lay children and no bright lights shining down in their eyes
* Each child must provide their own bag to with their nappies or pull ups changing wipes and spare clothes
* Our staff may put on gloves and aprons before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child. (Gloves are not always required for a wet nappy where there is no risk of infection, however, gloves are always available for those staff who choose to wear them. Gloves are always worn for a ‘soiled’ nappy)
* All our staff are familiar with our hygiene procedures and carry these out when changing nappies
* Our staff never turn their back on a child or leave them unattended whilst they are on the changing mat
* We are gentle when changing; we avoid pulling faces and making negative comments about ‘nappy contents’
* We do not make inappropriate comments about children’s genitals when changing their nappies
* In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children
* We encourage children to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet
* We encourage children to wash their hands, and have soap and paper towels to hand.
* We do not use anti-bacterial hand wash liquid or soap for young children; young skin is quite delicate and anti-bacterial products kill off certain good bacteria that children need to develop their own natural resistance to infection
* Older children access the toilet when they have the need to and are encouraged to be independent
* We dispose of nappies and pull ups hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is bagged and put in the nappy bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for parents to take home
* We have a ‘duty of care’ towards children’s personal needs. If children are left in wet or soiled nappies/pull ups in the setting this may constitute neglect (and will be a disciplinary matter).

**Links to Legislation:**

* Regulation EC852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs
* Food Standards Agency [www.food.gov.uk](http://www.food.gov.uk) [www.surestart.gov.uk/surestartservices/healthrelated](http://www.surestart.gov.uk/surestartservices/healthrelated)/dietandnutrition/
* [www.nutrition.org.uk](http://www.nutrition.org.uk)

**SAFEGUARDING POLICY**

* We commit ourselves to the protection and safeguarding of all the children, parents and community of Youngstars Nursery to ensure the rights and safety of children, young people and vulnerable adults
* We intend to create an environment in which children are safe from abuse
* Internal procedures are in place and available for all members of staff
* We recognise that it is the responsibility of each staff member to prevent the physical, sexual and emotional abuse of children, and to report any abuse discovered or suspected be it externally or internally
* All staff undertake safeguarding training regularly to ensure that they recognise the symptoms of possible physical abuse, neglect, emotional abuse and sexual abuse and are made aware of any changes to statutory requirements
* All staff understand the principles of early help (as defined in Working Together to Safeguard Children, 2018) and are able to identify those children and families who may be in need of early help and enable them to access it
* All staff understand the thresholds of significant harm and understand how to access services for families, including those who are below the threshold for significant harm, according to arrangements published by the LSCB
* All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.

**Children’s rights and entitlements**

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

We are committed to responding promptly and appropriately to all incidents, allegations or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you’re worried a child is being abused' (HMG, 2015) and the Care Act 2014.

**Responding to suspicions of abuse**

* We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect
* We ensure that all staff have an understanding of the additional vulnerabilities that arise from special educational needs and/or disabilities, plus inequalities of race, gender, language, religion, sexual orientation or culture, and that these receive full consideration in relation to child, young person or vulnerable adult protection
* When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:

-significant changes in their behaviour

-deterioration in their general well-being

-their comments which may give cause for concern, or the things they say (direct or indirect

disclosure)

-changes in their appearance, their behaviour, or their play

-unexplained bruising, marks or signs of possible abuse or neglect and any reason to suspect neglect or abuse outside the setting.

* We understand how to identify children who may be in need of early help, how to access services for them
* We understand that we should refer a child who meets the s17 Children Act 1989 child in need definition to local authority children’s social work services
* We understand that we should refer any child who may be at risk of significant harm to local authority children’s social work services
* We aware of the ‘hidden harm’ agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent’s learning disability
* We are aware that children’s vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children’s social care team
* We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated person will take immediate action to contact the child’s parent to seek an explanation for the child’s absence and be assured that the child is safe and well. If no contact is made with the child’s parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately and LSCB procedures are followed. If the child has current involvement with social care the social worker is notified on the day of the unexplained absence
* We are aware of other factors that affect children’s vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Female Genital Mutilation and radicalisation or extremism.
* In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and LSCB procedures on responding to radicalisation
* The designated person completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation
* We are aware of the mandatory duty that applies to teachers, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years practitioners should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed
* We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with
* If we become concerned that a child may be a victim of modern slavery or human trafficking we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children’s social work service and/or police
* We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines and child sexual exploitation, online use and from within peer groups and the wider community
* Where we believe that a child in our care or that is known to us may be affected by any of these factors we follow the procedures below for reporting child protection and child in need concerns and follow the LSCB procedures, or when they come into force replacing the LSCB, we will follow the local procedures as published by the local safeguarding partners.
* Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the designated person. The information is stored on the child's personal file.
* In the event that a staff member or volunteer is unhappy with the decision made of the designated person in relation to whether to make a safeguarding referral they must follow escalation procedures.
* We refer concerns about children’s welfare to the local authority children’s social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children Board (or the local safeguarding partners when their published safeguarding arrangements take over from the LSCB).
* We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way [we/I] speak to children or by asking questions of children (although we may check out/clarify the details of what we think they have told us with them).
* We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account in an age appropriate way, but the setting may override the young person’s refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
* All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.
* All staff know that they can contact the NSPCC whistleblowing helpline if they feel that or organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
* We have a whistleblowing policy in place.
* Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas.

**Good practice guidelines**

* Staff will not be left alone for extended periods with individual children or with small groups
* Staff will treat all children with dignity and respect in attitude, language used and tone of voice, and actions
* Staff will act responsibly and professionally when attending to a child’s personal needs, e.g. toileting
* Children will be encouraged to develop a sense of autonomy and independence through staff support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches
* The layout of the playrooms and garden will permit constant supervision of all children.

**Response to suspicion of abuse, monitoring concerns**

* Changes in behaviour or appearance of a child will be recorded
* Parents/carers will normally be the first point of reference (unless considered a danger to the child), though suspicions will also be referred as appropriate to the Social Service Department (and in an emergency situation, the police)
* All such suspicions and investigations will be kept confidential; shared only with those who need to know
* We recognise that it is the responsibility of each staff member to prevent the physical, sexual and emotional abuse of children, and to report any abuse discovered or suspected

**Looked after children**

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

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

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child’s separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. It is not appropriate for a looked after child who is under two years to be placed in a day care setting in addition to a foster placement. Our policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children’s lives, as the foundation for resilience. These aspects of well-being underpin the child’s ability to learn and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

**Employment of staff**

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

**Procedures**

Vetting and staff selection:

* We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection
* All our staff have job descriptions, which set out their roles and responsibilities
* We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable
* We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) check through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2007) and the Protection of Freedoms Act (2012) for the vetting and barring scheme
* From 31 August 2018, staff and volunteers in childcare settings that are not based on domestic premises are ***not*** required to notify their line manager if anyone in their household (including family members, lodgers, partners etc.) has any relevant convictions, cautions, court orders, reprimands or warnings or has been barred from, or had registration refused or cancelled in relation to any childcare provision or have had orders made in relation to care of their children
* Where an individual is subscribed to the DBS Update Service we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post
* We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision
* We require that all our staff and volunteers keep their DBS check up-to-date by subscribing to the DBS Update Service throughout the duration of their employment with us
* Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children – whether received before, or at any time during, their employment with us
* We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us
* Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of children. In the event of disqualification, that person’s employment with us will be terminated.

**Student placements**

We recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we sometimes offer placements to students undertaking early years qualifications and training. We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

Procedures:

* We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s)
* We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care
* We supervise students at all times and do not allow them to have unsupervised access to children
* Students undertaking qualification courses who are placed in our setting on a short term basis are not counted in our staffing ratios.
* We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers
* We require students to keep to our Confidentiality and Client Access to Records Policy.
* We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study
* We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
* We communicate a positive message to students about the value of qualifications and training
* We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
* We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

**Notifying OFSTED of changes**

We inform Ofsted of any changes to our Registered Person (trustees/director and/or our manager).

**Training and staff development**

* Our manager holds the BA in Early years, and our deputy holds a Level 4 Diploma. All other staff hold a level 3 Diploma for the Children and Young People’s Workforce or an equivalent
* We provide regular in-service training to all our staff, whether paid staff or volunteers, through Lambeth, Educare, the Early Years Alliance and external agencies
* Our budget allocates resources to training
* We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are introduced within an induction plan
* We support the work of our staff by holding regular supervision meetings and appraisals
* We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

**Staff taking medication or other substances**

* If a member of staff is taking medication that may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
* Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
* If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

**Managing staff absences and contingency plans for emergencies**

* Our staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason, other than sick leave or training, this is agreed with our manager with sufficient notice.
* Where our staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
* Sick leave is monitored and action is taken where necessary, in accordance with the individual’s contract of employment.

**Allegations against Staff**

Adults who work with children are responsible for their own actions and behaviours and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

* + - * We have written procedures on how to deal with allegations against members of staff or volunteers working within our setting. These procedures are consistent with the London Child Protection Procedures 2018.
			* An allegation may come directly from the child, from the parent/carer of the child, or from another member of staff.
			* The procedure for Youngstars is as follows: Denise Crawford (manager) is our named member of staff to respond to allegations. In her absence, or if the allegation is against the manager the allegation will be handled by Sue Steed (deputy leader) or our board of Directors. The person to whom an allegation is first reported to will treat the matter seriously and keep an open mind.

They will not, however:

* Investigate or ask leading questions
* Make assumptions
* Promise confidentiality
* Disclose the allegation to the accused person

They will:

* Immediately report the matter to the designated senior manager
* Make a written record of the information, signing and dating that record
* Assure the informant that the information will be shared on a ‘needs to know’ basis

Once informed of an allegation the named person has the responsibility to inform and seek advice from the following organisations at the earliest opportunity: The Lambeth Local

Authority Designated Officer (LADO) – Tel: 020 7926 8508, Ofsted - Tel: 08456 404040. The Local Authority Designated Officer (LADO) may also advise the named person to inform the Lambeth Referral and Assessment duty social worker – Tel: 020 7926 7856.

The Local Authority Designated Officer and Ofsted will provide advice to the setting regarding the investigation and resolution of the allegation.

**Contact details for Early Years Safeguarding Manager**

Andrew Zacharias: 07720828700 / 0207 926 4679. and in Andrew’s absence Sarwan Singh Jandu: 0797 6490 051 / 0207 926 9643. sjandu@lambeth.gov.uk

Please note:

All child protection and child in need referrals are made by the Nursery safeguarding lead directly to the First Response Team, the number for this team is 0207 926 3100 from 9am-5pm and for out of hours referrals please telephone 0207 926 1000.

The Interim LADO for Lambeth is Pauline Arthur, her numbers are 0772 082 8700 / 0207 926 6479. With regard to allegations abuse made against staff, the setting should initially discuss the allegation with Pauline to agree a course of action, if she is unavailable then please contact Sarwan or Andrew for an initial discussion.

**Timeframes**

Allegations will be reported to the Local Authority Designated Officer (LADO) within one working day. Referrals will not be delayed in order to gather further information.

**Informing Parent/carers and the accused employee**

The LADO will advise the setting as to whether or not informing the parent/carer of the child/ren involved will impede the investigative or disciplinary process

**Keeping Records**

Whenever worrying changes are observed in a child’s behaviour, physical condition or appearance, a specific and confidential record will be set up. The record will include, in addition to the name, address and age of the child, timed and dated observations, describing objectively the child’s behaviour and /or appearance, without comment or interpretation; where possible, the exact words spoken by the child; the dated name and signature of the recorder. Such records will be kept in a separate file and will only be accessible to those mentioned above as appropriate. Recording of investigations should be clear, giving details regarding the allegation, advice given, actions taken, decision made and outcomes.

The following information should always be recorded as a minimum:

* The child’s full name and address
* The date and time of the allegation
* Factual details of the concern: for example, bruising, what the child said, who was present etc
* Details of any previous concerns
* Details of any explanations from the parent/carer
* Any action take such as speaking to the parent/carer
* A note of any action taken
* Outcome of the investigation

All records must be signed and dated. Employers must keep a clear and comprehensive summary of the allegation and its outcome on a person’s confidential personnel file. This should be kept until the person reaches normal retirement age or for ten years, whichever is longer.

**Legal framework**

*Primary legislation*

* Children Act (1989 s47)
* Protection of Children Act (1999)
* The Children Act (2004 s11)
* Children and Social Work Act 2017
* Safeguarding Vulnerable Groups Act (2006)
* Childcare Act (2006)
* Child Safeguarding Practice Review and Relevant Agency (England) Regulations 2018

*Secondary legislation*

* Sexual Offences Act (2003)
* Criminal Justice and Court Services Act (2000)
* Equality Act (2010)
* General Data Protection Regulations (GDPR) (2018)
* Childcare (Disqualification) Regulations (2009)

*Other Government Documents*

* Coronavirus (Covid-19) Safeguarding in schools, colleges and other provisions (March 20202)
* [Amended safer recruitment guidance](https://email.educare.co.uk/educarelz/lz.aspx?p1=MJ1DUxMjAwNjJTMTE2OjMyQ0NCQzFFNzdBNUFBM0IwRjc5Q0VCMkFDMzM0Mjk2-&CC=&w=15592) (April 2020)

**CONFIDENTIALITY POLICY (inc GDPR)**

**Youngstars Nursery Privacy Notice**

At Youngstars we take privacy seriously and are committed to ensuring that personal data is protected in accordance with data protection laws and used in line with expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it, the control you have over personal data and the procedures we have in place to protect it.

**The legal basis for handling data:**

When collecting personal data, we will always make it clear to you, which data is necessary in connection with a particular aspect of our service (for example to learn about your family in order to settle your child and plan activities according to their needs and interests, information regarding allergies, immunisations etc and those required for your Lambeth funding and information for your next setting- this is given to you to hand over).

The law on data protection sets out a number of different reasons for which an organisation may collect and process your personal data, including:

**Consent**

In specific situations, we can collect and process your data with your consent. We also rely on consent when you allow us to take images of your child to track their development.

**Legal compliance**

If the law requires us to, we may need to collect and process your data.

For example, where we have child protection concerns we are obligated to pass the information on to law enforcement and the relevant department within the Local Authority.

* We collect your personal data when:
* We need to send you information and newsletters (we ask for your name and your email address)
* You choose to complete any surveys and you choose to provide your personal details
* Have given a third party permission to share with us the information they hold about your child in order to aid our services
* Complete our registration form to use our Nursery
* Apply for a job to work for us
* Contact us by any means with queries, etc

#### ****What sort of data do we collect and how we use your information?****

We want to deliver excellent service to your family. In order to achieve this we do need to have relevant information about our service users.

**The types of data we collect and how we use it**

We may also email you after your enquiry in order to follow up on your interest and ensure that we have answered it to your satisfaction.

We will require information about your child to be able to support their welfare, health and development needs. In addition: D.O.B, your address and emergency contact details. We will also require information to be able to process your claim for up to 30 hours free child care.

If you have a complaint about our services we will normally require your name, contact details and relevant information about your concern, in order to be able to resolve the matter.**Disclosing information relating to a third party**

Before you disclose to us the personal information of another person, you must obtain that person’s consent to both the disclosure and the processing of that personal information in accordance with the terms of this notice.

**In some cases we may have a legal obligation to share your personal data with the following organisations:**

If we are legally required to do so, for example, by a law enforcement agency, court or local government department that deals with child protection issue.

To enforce or apply the terms and conditions of your contract with us;

If it is necessary to protect our rights, property or safety or to protect the rights, property or safety of others.

**How do we protect your data?**

We take the security of your personal data seriously. We have internal policies and strict controls in place to try to ensure that your data is not lost, accidentally destroyed, misused or disclosed and to prevent unauthorised access. Any payment transactions will be encrypted.

#### ****Where do we store your data?****

All data you provide to us is stored on secure computers or servers located within the UK or European Economic Area. We may also store paper records in locked filing cabinets or locked cupboards.

#### ****For how long do we keep your data?****

We will only retain your personal data 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.

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.

**Your rights**

As a data subject, you have a number of rights. You can:

* request to access and obtain a copy of your data on request
* request that we change incorrect or incomplete data; and request that we delete or stop processing your data, for example where the data is no longer necessary for the purposes of processing
* Where we rely on consent to processing your personal data you can request to withdraw your consent at any time.

**Confidentiality in General**

In May 2018 a new law called the General Data Protection Regulation (GDPR) came into effect. This replaced the Data Protection Act 1998. GDPR gives individuals greater control over their GDPR condenses the Data protection Principles into 6 areas, which are referred to as the Privacy Principles.

They are:

1.You must have lawful reason for collecting personal data and must do it in a fair and transparent way

2. You must only use the data for the reason it is initially obtained

3. You must not collect any more data than is necessary

4. it must be accurate and kept up to date

5. You cannot keep it any longer than is needed

6. You must protect the personal data

The manager, staff, volunteers and any other individual associated with the running or management of Youngstars respect confidentiality by:

* Not discussing confidential matters about children with other parent/carers
* Not discussing confidential matters about parent/carers with children or other parent/carers
* Not discussing confidential information about other staff members
* Only passing sensitive information, in written or oral form, to relevant people

In circumstances where staff have good reason to believe that a child is at risk, or is likely to be at risk, of child abuse or neglect, the Child Protection policy will override confidentiality on a ‘need to know’ basis. Staff failing to show due regard for confidentiality will be liable to disciplinary action under the provisions of the Staff Disciplinary Procedures policy.

Our Registration Certificate is accessible and available for inspection - as is the inspection report which is also available and provided to parent/carers.

We are aware of our obligations with regard to the storing and sharing of information and are committed to complying with GDPR regulations and guidance (May 2018). The manager and staff are aware of the implications of Data Protection in so far as it affects their roles and responsibilities within the setting.

At Youngstars, we are committed to a policy of openness with parent/carers with regard to our policies and procedures and the information that is held about their child.

Records and information can be made available to parents and carers on written request unless subject to an exemption. If for any reason a request is going to be refused then this decision, and an explanation, will be communicated in writing.

Information and records held on children are kept in a locked file, access to which will be restricted to the manager and one other designated member of staff.

 **Child records**

Ordinarily, information kept on a child will include:

* Birth name (along with any other name the child is known by)
* Date of birth
* Gender
* School attended
* Ethnic background
* Religion
* Languages spoken
* Home address and telephone number(s)
* Parent/carer or carers name
* The name of the person who holds Parental Responsibility
* Parents’ or carers’ place of work or college details and contact number(s)
* Any other emergency contact names and numbers
* Family doctor’s name, address and telephone number
* Health visitor’s name, address and telephone number (if applicable)
* Details of any special health issues (including a special educational needs or physical disability statement)
* Details of any special dietary requirements, allergies and food and drink preferences
* Record of immunisations
* Appropriate records of children’s progress and achievements
* Names of people authorised by parent/carers to collect children, along with recent photographs of those people (when appropriate)
* Any other information relating to the child deemed by staff or parent/carers to be relevant and significant

**Staff records**

Our Nursery keeps up to date records of all the staff, students and volunteers who work with us, including their name, address, telephone number, DBS checks, references, employment details and any other information (such as their Personal Development Plan) accrued during their time spent working at Youngstars.

All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings which may affect their suitability to work with children (whether received before, or during, their employment with us).

**Notification of changes**

Youngstars recognises its responsibilities for keeping children, parent/carers, staff and Ofsted informed of any changes to the running or management that will directly affect them.

We will inform Ofsted of any of the following changes at the earliest opportunity:

* Any change in members of staff and/or people living on the premises
* Any change in the staff managing the setting
* Any significant change to the premises
* Any significant change to the operational plan of the setting, including a proposal to change the hours during which childcare is provided
* Any change to the premises from which childcare is provided which may affect the space available to children and the quality of childcare available to them
* Any change in the provider’s name and or address, change in the name or registered number of a company, or any change in the name or registration of a charity
* Where childcare is provided by a partnership, body corporate or incorporated association, any change to the ‘nominated individual’ or to the partners or members of its governing body
* Where the specific legal requirements above require notification about a change of person the information that must be provided to Ofsted must include date of birth, name and any former names or aliases
* Any allegation of abuse made against, or by, a member of staff or volunteer or any abuse which is alleged to have taken place on the premises
* Any other significant events which are likely to affect the suitability of the early years provider or any person who cares for, or is in regular contact with, children on the premises to look after children

Youngstars will notify Ofsted of details of any such changes no later than 14 days from the actual date of change.

**Safer recruitment**

We meet the Safeguarding and Welfare Requirements of the Early Years Foundation Stage, ensuring that our staff and volunteers are appropriately qualified, and we carry out checks for criminal and other records through the Disclosure and Barring Service (DBS) in accordance with statutory requirements.

**Useful Resources:**

[www.opsi.gov.uk/acts/acts2000](http://www.opsi.gov.uk/acts/acts2000)

**Links to Legislation:**

* Freedom of Information Act 2000
* Data Protection Act 1998
* GDPR May 2019

**BEHAVIOUR MANAGEMENT POLICY**

We aim to provide a safe, supportive and caring environment in which children can develop their potential. For this reason we try and keep a balance between structure and free choice in our activities. At all times we encourage the children to interact with staff and other children in an appropriate manner:

* All staff will ensure that the rules are applied consistently, so that children have the security of knowing what to expect and can build up useful habits of behaviour
* All staff will provide a positive model for the children with regard to friendliness, care and courtesy
* Staff will praise and endorse desirable behaviour such as kindness and willingness to share
* We will take positive steps to avoid a situation in which children receive staff attention only in return for undesirable behaviour.

When incidents of misbehaviour do occur the following levels of intervention are used, ensuring that every child is treated with respect. They are:

* Non verbal, e.g. look, shake of head
* Verbal, e.g. child’s name, remind children of rules for the area, explaining to the child

why his/her behaviour is inappropriate, but keeping it short and to the point

* If the behaviour is repeated, remove him/her from the activity for a short period of time
* For repeated unacceptable behaviour it may be appropriate for the child to have a period of “time-out” with an adult
* Monitor child when he/she re-joins the group

**The use of physical interventions**

Staff will only use physical interventions when they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property.

**Suspension and exclusion of children**

We have the right to temporarily suspend or permanently exclude a child in the event of persistent and irresolvable unacceptable behaviour. This is always the last resort when other behaviour management strategies and supports have been fully exhausted.

When children behave in unacceptable ways:

* Staff will not use disciplinary practices that frighten or humiliate children
* Any action taken will be appropriate to the child’s level of understanding and maturity.

Recurring problems will be addressed in partnership with the child’s parents/carers.

**Challenging Behaviour/Aggression by children towards other children**

* Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation
* If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed
* The designated person will make a written record of the incident, which is kept in the child’s file
* The designated person should complete a risk assessment related to the child’s challenging behaviour to avoid any further instances
* The designated person will contact children’s social services if appropriate, i.e., if a child has been seriously injured, or if there is reason to believe that a child’s challenging behaviour is an indication that they themselves are being abused.
* Ofsted should be notified if appropriate, i.e., if a child has been seriously injured
* Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed, in line with Safeguarding children, young people and vulnerable adults policy
* Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.

**The rights of staff**

We believe all members of the Nursery community has the right to be treated with courtesy, dignity, fairness and respect at all times. Harassment is defined as: physical, verbal or non-verbal conduct which is offensive and/or threatening to another. We will challenge unwanted behaviour by highlighting it to those responsible while supporting those affected. Minor incidents will be raised informally with the person to explain how their conduct affects others and is not acceptable. This is recorded in the child’s file. Serious incidents will be dealt with as follows:

* Parents/Carers – a letter will be issued to the parent requesting them to sign awritten agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; followed by a banning letter if the situation continues (excluding the person from Nursery for a fixed time or permanently depending on the incident). It may be necessary, where there are serious incidences, to call the police and an injunction sought to enforce a ban. In this instance we may consider withdrawing the child’s place
* All situations are recorded in the incident book.

**Mobile telephones / cameras – use and storage**

Information Communication Technology (ICT) equipment

* Only ICT equipment belonging to the setting is used by staff and children
* The manager is responsible for ensuring all ICT equipment is safe and fit for purpose
* All computers have virus protection installed
* The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed

Internet access

* Children do not have access to the Internet
* If a second hand computer is purchased or donated to the setting, the manager will ensure that no inappropriate material is stored on it before children use it
* All computers for use by children are located in an area clearly visible to staff
* The manager ensures staff have access to age-appropriate resources to enable them to assist children to use the computer safely

Mobile phones – children

Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in lockers (or a locked drawer) until the parent collects them at the end of the session.

Mobile phones – staff and visitors

* Personal mobile phones are not used by our staff on the premises. During working hours they will be stored in lockers (or a locked drawer)
* In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager
* Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency
* If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children
* Parents and visitors are requested not to use their mobile phones whilst on the premises We make an exception if a visitor’s company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present
* These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.

Cameras and videos

* Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting
* Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents (see the Registration form). Such use is monitored by the manager
* Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else’s child or to upload photos of anyone else’s children
* If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their setting on it.

Social media

* Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with
* Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct
* In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users
* Staff observe confidentiality and refrain from discussing any issues relating to work
* Staff should not share information they would not want children, parents or colleagues to view
* Staff should report any concerns or breaches to the designated person in their setting
* Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed

Use and/or distribution of inappropriate images

* Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
* Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague’s or others’ behaviour are reported (as above).

**Further guidance** NSPCC and CEOP Keeping Children Safe Online training: [www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course](http://www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course)

**NON-COLLECTION OF A CHILD FROM NURSERY SESSIONS**

* In the event of a child not being collected from Nursery, the Nursery Manager will in the first instant contact the parent/carer on their contact number
* If the Nursery Manager is not able to contact the parent/carer the alternative emergency number will be telephoned to arrange for a child to be collected
* If after 30 minutes contact has still not been made with the parent/carer or their representatives, the Nursery Manager will at that time contact the appropriate Social Services Children’s Department so that the child may be cared for in the appropriate manner until the parent/carer or representatives can be contacted
* If the children’s social care team is unavailable (or as our local authority advise) we will contact the local police
* After an additional 15 minutes if the child has not been collected, we will contact the above statutory agencies again
* Under no circumstance will the child be taken off the premises
* Two vetted members of staff will stay with the child while s/he is on the premises
* Parents will be charged the cost of keeping the Nursery open (refer to your contract).

**MISSING CHILD POLICY**

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

**Child going missing on the premises**

* As soon as it is noticed that a child is missing, the child’s key person/ relevant member of staff alerts our setting manager
* The register is checked to make sure no other child has also gone astray
* Our manager will carry out a thorough search of the building and garden
* Doors and gates are checked to see if there has been a breach of security whereby a child could wander out
* If the child is not found, our manager calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this
* The parent(s) are then called and informed
* A recent photo and a note of what the child is wearing is given to the police
* Our manager talks to our staff to find out when and where the child was last seen and records this
* Our manager contacts our chair and reports the incident. Our chair, comes to the provision immediately to carry out an investigation, (with our management team where appropriate)
* Our staff keep calm and do not let the other children become anxious or worried.

**The investigation**

* Ofsted are informed as soon as possible and kept up-to-date with the investigation
* Our chair carries out a full investigation, taking written statements from all our staff and volunteers who were present
* Our manager, together with our management team speaks with the parent(s) and explains the process of the investigation
* The parent(s) may also raise a complaint with us or Ofsted

Each member of staff present writes an incident report detailing:

* The date and time of the incident
* Where the child went missing from e.g. the setting or an outing venue
* Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child
* When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing
* What has taken place in the premises or on the outing since the child went missing

The report is counter-signed by the senior member of staff and the date and time added. A conclusion is drawn as to how the breach of security happened. If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation including interviewing staff and parents. Children’s social care may be involved if it seems likely that there is a child protection issue to address. In the event of disciplinary action needing to be taken, Ofsted are advised. The insurance provider is informed.

**OUTINGS POLICY**

**When organising an outing the following procedures will be followed:**

* Carry out a risk assessment exercise when planning an outing (available for parents to see if requested). This is to be signed off by the manager and all staff taking part in the outing
* We think about children’s needs: for example, with regards to disabilities, allergies and cultural requirements. A special risk assessment will be devised to cover these if necessary
* We take precautions to reduce the risks of exposure to Legionella (Legionnaires disease). Our manager ensures that we are familiar with the HSE guidance and risk assess accordingly/have seen the risk assessment relevant to the premises from the landlord.]
* Send a letter explaining the plans and arrangements to all parents/carers escorting children on the outing ensuring they are aware of departure and arrival times and any costs they may incur
* Have parents/carers arrive on the day in time to be briefed by the outing leader
* Provide high visibility jackets with our mobile number on them for all children / or other forms of identification
* Use reliable transport companies with properly equipped buses and have written agreements with drivers over dropping off and pick up points. Note the vehicles details
* Equip the leader of the outing with a mobile telephone / first aid equipment
* A fully qualified first aider will also be present on all outings
* Count everyone on the bus and check all seat belts are fastened
* Count children at every stopping and starting point throughout the day
* Parents/carers are responsible for their own children and possessions
* An excursion will not go ahead if concerns are raised about its viability at any point.

**During the outing we will:**

* Keep a register that is managed by the Leader. Staff, not parents, must tick off children’s presence
* Make sure that the children know how to wait in line to be counted, to avoid confusion
* Maintain high staff child ratios at all times
* Staff frequently count their designated children and ensure hands are held when on the street and crossing the road
* Have staff count out and count in children during the outing.

**All parent/carers are responsible for their own child/ren on trips. However, In the event of a lost child we will:**

* Ensure that all the other children are safe ask them to stand with their carer for a head count to ensure no other child had gone astray
* One staff member searches the immediate vicinity, but does not search beyond that
* Make a record of when the child went missing and one member of staff to check and retrace steps, revisit parts of site
* Our senior staff member on the outing contacts the site security or police and reports that child as missing
* Our manager is contacted immediately (if not on the outing) and the incident is recorded
* Our staff take the remaining carers and children back to the setting as soon as possible
* According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site, with the parent, where the child went missing and wait for the police to arrive
* A recent photo and a description of what the child is wearing is given to the police.

**Managing medicines while on trips or outings**

* If children are going on outings, the key person for the child will accompany the children with a risk assessment, or another member of staff who is fully informed about the child’s needs and/or medication
* Medication for a child is taken in a sealed plastic box clearly labelled with the child’s name, the original pharmacist’s label and the name of the medication. Inside the box is a copy of the consent form and a card to record when it has been given, including all the details that need to be recorded in the medication record as stated above. For medication dispensed by a hospital pharmacy, where the child’s details are not on the dispensing label, we will record the circumstances of the event and hospital instructions as relayed by the parents
* On returning to the setting the card is stapled to the medicine record book and the parent signs it
* If a child on medication has to be taken to hospital, the child’s medication is taken in a sealed plastic box clearly labelled with the child’s name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.

**First aid on outings**

* There will always be at least one person on outings present who has a current paediatric first aid certificate.
* A First Aid box will be taken out on any outings.
* In case of emergencies, we will always ensure staff have access to a phone and if mobiles are being used, the battery is fully charged and ready to use.

**Animals visiting the setting and Farm trips**

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

**Procedures**

* We take account of the views of parents and children when selecting an animal or creature to visit us in the setting, as well as any allergies or issues that individual children may have to any animals or creatures
* We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature
* We teach children the correct handling and care of the animal or creature and supervise them at all times
* We ensure that children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
* Any animal or creature brought in by visitors to show the children, they are the responsibility of their owner
* The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed

*Visits to farms*

* Before a visit to a farm, we carry out a risk assessment - this may take account of safety factors listed in the farm’s own risk assessment, which should be viewed
* We contact the venue in advance of the visit to ensure that there has been no recent outbreak of E.coli or other infections. If there has been an outbreak, we will review the visit and may decide to postpone it
* We follow our outings procedure
* Children wash and dry their hands thoroughly after contact with animals.
* Outdoor footwear worn to visit farms is cleaned of mud and debris as soon as possible on departure and should not be worn indoors.
* We advise staff and volunteers who are, or may be, pregnant to avoid contact with ewes and to consult their GP before the visit.

**Legal framework**

The Management of Health and Safety at Work Regulations (1999)

**Further guidance**

Health and Safety Regulation…A Short Guide(HSE 2003)

**VALUING DIVERSITY AND PROMOTING INCLUSION AND EQUALITY**

We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin, or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children’s learning, attainment and life outcomes.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families using our setting. We aim to:

* promote equality and value diversity within our service and foster good relations with the local community
* actively include all families and value the positive contribution they make to our service
* promote a positive non-stereotyping environment that promotes dignity, respect and understanding of difference in all forms
* provide a secure and accessible environment in which every child feels safe and equally included
* improve our knowledge and understanding of issues relating to anti-discriminatory practice
* challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
	+ age
	+ gender
	+ gender reassignment
	+ marital status
	+ pregnancy and maternity
	+ race
	+ disability
	+ sexual orientation and
	+ religion or belief.
* where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

**Procedures**

### Admissions

Our setting is open and accessible to all members of the community (please see admissions policy).

We do not discriminate against a child or their family in our service provision, including preventing their entry to [our/my] setting based on a protected characteristic as defined by the Equality Act (2010).

We ensure that all parents are made aware of our Valuing Diversity and Promoting Inclusion and Equality Policy and will take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:

* direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service
* indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the setting
* discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity
* association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
* perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
* We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
* Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

## **Employment**

* We advertise posts and all applicants are judged against explicit and fair criteria
* Applicants are welcome from all backgrounds and posts are open to all
* We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.

### The applicant who best meets the criteria is offered the post, subject to references and suitability checks. This ensures fairness in the selection process.

### All our job descriptions include a commitment to promoting equality, and recognising and respecting diversity as part of their specifications.

### We monitor our application process to ensure that it is fair and accessible.

### Training

* We seek out training opportunities for our staff and volunteers to enable them to develop anti-discriminatory and inclusive practices
* We ensure that our staff are confident and fully trained in administering relevant medicines and performing invasive care procedures on children when these are required
* We review our practices to ensure that we are fully implementing our policy for Valuing Diversity and Promoting Equality.

### Curriculum

The curriculum offered in our setting encourages children to develop positive attitudes about themselves as well as about people who are different from themselves. It encourages development of confidence and self esteem, empathy, critical thinking and reflection.

We ensure that our practice is fully inclusive by:

* creating an environment of mutual respect and tolerance
* modelling desirable behaviour to children and helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable
* positively reflecting the widest possible range of communities within resources
* avoiding use of stereotypes or derogatory images within our books or any other visual materials
* celebrating locally observed festivals and holy days
* ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning
* ensuring that disabled children with and without special educational needs are fully supported
* ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages

We will ensure that our environment is as accessible as possible for all visitors and service users. We do this by:

* undertaking an access audit to establish if the setting is accessible to all disabled children and adults. If access to the setting is found to treat disabled children or adults less favourably, then we make reasonable adjustments to accommodate the needs of disabled children and adults
* fully differentiating the environment, resources and curriculum to accommodate a wide range of learning, physical and sensory needs.

Valuing diversity in families

* We welcome the diversity of family lifestyles and work with all families
* We encourage children to contribute stories of their everyday life to the setting
* We encourage mothers, fathers and other carers to take part in the life of the setting and to contribute fully
* For families who speak languages in addition to English, we will develop means to encourage their full inclusion
* We offer a flexible payment system for families experiencing financial difficulties and offer information regarding sources of financial support
* We take positive action to encourage disadvantaged and under-represented groups to use the setting.

Food

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

Meetings

* Meetings are arranged to ensure that all families who wish to may be involved in the running of the setting
* We positively encourage fathers to be involved in the setting, especially those fathers who do not live with the child
* Information about meetings is communicated in a variety of ways - written, verbal and where resources allow in translation – to ensure that all mothers and fathers have information about, and access to, the meetings

Monitoring and reviewing

* So that our policies and procedures remain effective, we monitor and review them annually to ensure our strategies meet our overall aims to promote equality, inclusion and to value diversity.
* We provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

* We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

**Legal framework**

The Equality Act (2010)

Children Act (1989) & (2004)

Children and Families Act (2014)

Special Educational Needs and Disabilities Code of Practice (2014)

**Further information**

* Guide to the Equality Act and Good Practice (Nursery Learning Alliance 2015)
* SEND Code of Practice 2014 for the Early Years (Nursery Learning Alliance 2014)
* Where’s Dad? (Nursery Learning Alliance 2009)

**SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

We provide an environment in which all children with special educational needs and disabilities (SEND) are supported to reach their full potential

* We have regard for the Special Educational Needs and Disability Code of Practice (2014)
* We have in place a clear approach for identifying, responding to, and meeting children’s SEND
* We support and involve parents (and where relevant children), actively listening to, and acting on their wishes and concerns
* We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families.
* We regularly monitor and review our policy, practice and provision and, if necessary, make adjustments.

**Procedures**

We designate a member of staff to be the Special Educational Needs Co-ordinator (SENDCO) and give his/her name to parents. Our SENDCO is: Sue Steed .The SENDCO works closely with our manager and other colleagues and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND to:

* Ensure that the provision for children with SEND is the responsibility of all members of the setting
* Ensure that our inclusive admissions practice ensures equality of access and opportunity
* Provide a broad, balanced and differentiated curriculum for all children
* Ensure we apply SEND support to ensure early identification of children with SEND
* Use the graduated approach system (assess, plan, do and review) applied in increasing detail and frequency to ensure that children progress
* Ensure that parents are involved at all stages of the assessment, planning, provision and review of their children's special education including all decision making processes
* Where appropriate, take into account children’s views and wishes in decisions being made about them, relevant to their level of understanding
* Provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.
* Liaise and work with other external agencies to help improve outcomes for children with SEND
* Have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHC) assessment
* Provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy
* Ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEND (we provide in-service training for parents, practitioners and volunteers)
* Raise awareness of our special education provision via our website and/or promotional materials.
* Ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, (staff and management meetings), parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
* Provide a complaints procedure.
* Monitor and review our policy annually.

**Further guidance:**

* Early Years Foundation Stage Statutory Framework (DfE 2017)
* Working Together to Safeguard Children (DfE 2015)
* Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)

**BRITISH VALUES**

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children’s earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

**Procedures**

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

* As part of the focus on self-confidence and self-awareness, staff encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other’s views and values, and talk about their feelings, for example, recognising when they do or do not need help.
* Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
* Staff ensure that children understand their own and others’ behaviour and its consequence.
* Staff collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
* Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
* Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Reception Class.
* Staff create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
* Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
* Staff encourage and explain the importance of tolerant behaviours, such as sharing and respecting other’s opinions.
* Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children’s experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.

*In our setting it is not acceptable to:*

* actively promote intolerance of other faiths, cultures and races
* fail to challenge gender stereotypes and routinely segregate girls and boys
* isolate children from their wider community
* fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

**Prevent Strategy**

Under the Counter-Terrorism and Security Act 2015 we also have a duty *“to have due regard to the need to prevent people from being drawn into**terrorism”*

**Legal framework**

Counter-Terrorism and Security Act 2015

**Further guidance**

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

**CORONAVIRUS (COVID-19) POLICY**

To all service users of Youngstars Nurseries

**Introduction**

This policy applies to all employees, Parents, Children and anyone else working on behalf of , or visiting, the Nursery.

**Purpose of policy**

* Protect all employees, and service users including parents and children from coming into contact with Coronavirus (COVID-19).
* To maintain the minimum level of staff to continue to provide the welfare needs of the children in our care.
* To prevent the spread of Coronavirus (COVID-19)

**Travel**

No employee is required to travel outside of the UK for their job. The Nursery has requested all travel plans for its employees and any employee who travels to an infected area will self-isolate for 14 days on their return if they think they may have come in contact with anyone with the virus (please follow government guidelines).

**Monitoring**

The Nursery is closely monitoring and gathering information from The Department of Health on the spread of Coronavirus (COVID-19). As service providers, and users we all have a duty of care to communicate with Youngstars Nurseries if any of our staff or family/friends contract Coronavirus (COVID-19) or are made to self-isolate.

**Rigorous infection control**

Staff and families can be confident that our service has rigorous infection control measures in place such as:

**Hygiene**

Adults and children are advised to practice good hygiene and cleanliness standards.

* Regularly wash hands with hand wash and water for at least 20 seconds (adults should help children where necessary)
* Regularly use hand sanitizer when not near soap and water.
* Cover mouth and nose when coughing or sneezing with either a tissue (which you then bin) or a bent elbow and always wash hands afterwards.
* Avoid close contact with others, such as handshakes and maintain a social distance of 2 meters.
* Avoid touching your eyes, nose and mouth.
* Although guidance states childcare professionals do not need to wash all clothing after each session with the children we will encourage this for good practice
* Clean and disinfect regularly touched objects and surfaces more often than usual using your standard cleaning products. these include; desks, laptops, door handles, switches and telephones.
* Use waterproof dressings to cover on any existing wounds or lesions
* Although Public Health England and the Department for Education has said that "childcare practitioners do not need PPE" Staff will wear personal protective equipment (PPE) such as aprons and gloves as necessary and especially when in close contact with children such as changing nappies etc
* Clear procedures are in place for cleaning equipment and wider environment regularly
* Immediate cleaning of spillages of blood and other bodily fluids
* We have clear procedures on safe disposal of waste
* All Nursery staff have recently completed ‘Infection Prevention and Control in Early Years Settings Level 2’ training and procedures are in place which are clearly understood and adhered to by staff
* any items that come into contact with mouths such as cups, bottles and straws should not be shared (children will bring their own).
* Staff will not share pens or make each other tea and will have a table each to work from

**Anyone presents symptoms**

If an employee experiences any of the following symptoms at home they will inform their manager immediately, self-isolate and contact 111 for advice.

Symptoms include;

* A continuous cough
* A high temperature
* Shortness of breath
* Loss of taste / smell

These symptoms are similar to a cold or flu.

If a child starts showing symptoms of Covid-19 while at our setting, they should be collected as soon as possible by a parent/carer.

While they are awaiting collection, if possible, they will be put in the garden or a separate room with adult supervision.

Ideally, a window/door should be opened for ventilation. If it is not possible to isolate them, we will move them to an area which is at least two metres away from other people.

If they need to go to the bathroom while waiting to be collected, they will use a separate bathroom if possible. The bathroom will then be cleaned and disinfected using standard cleaning products before being used by anyone else (a ‘do not use’ notice will be put up if this cannot be done immediately).

We will increase the frequency of hand washing and cleaning surfaces, toys and other equipment in our setting.

If anyone becomes unwell with a new, continuous cough or a high temperature in our setting they must be sent home and advised to follow the [staying at home guidance](https://www.gov.uk/government/publications/covid-19-stay-at-home-guidance/stay-at-home-guidance-for-people-with-confirmed-or-possible-coronavirus-covid-19-infection). If a child or any member of their family develop symptoms at home they must stay at home for 14 days.

In an emergency, we will call 999 if they are seriously ill or injured or their life is at risk. We will advise them not to visit the GP, pharmacy, urgent care centre or a hospital unless advised to by the NHS.

If a member of staff has helped someone who was taken unwell with a new, continuous cough or a high temperature, they do not need to go home unless they develop symptoms themselves.

They should wash their hands thoroughly for 20 seconds after any contact with someone who is unwell.

Cleaning with normal household disinfectant after someone with symptoms has left will reduce the risk of passing the infection on to other people.

You can find [guidance on cleaning in non-healthcare settings](https://www.gov.uk/government/publications/covid-19-decontamination-in-non-healthcare-settings/covid-19-decontamination-in-non-healthcare-settings).

**Our new routine**

* Parents must wait outside Nursery with their child adhering to the 2 metres apart guidelines.
* We will call your children in to Nursery and help them hang their coats and bags and wash their hands. Parents must stay outside of the building.
* At home time we expect you to wait outside (still maintaining a 2 meter distance from each other). We will send your children out to you.
* Please send your child with their water bottles and with pre-prepared fruit (labelled). Whole fruit can be sent in.
* We will not be doing ‘show and tell’ so please do not send any items in with your child.

**Children socially distancing**

Staff will maintain a distance from parents/carers and each other but if a child is distressed we will not withhold a hug (though we will try our best to make this safe).

We will also try to keep your children at a distance from each other but this will obviously prove challenging.

If a parent wishes to keep their child at home, their wishes will be respected and work will be sent home.

**Increased risk of Legionnaires’ Disease while our premises are closed?**

There is an increased risk of Legionnaire’s Disease from hot and cold water systems being unused.  While the onus is on Peabody to have a plan in place, we will ask to see their water management plans. It should include how the risk of legionella is reduced.

While the risk is low within small buildings, steps should be taken to protect all users. For instance, by ensuring taps are used for at least two to three minutes every few days, and toilets are flushed on a weekly basis. When the premises re-open, all water systems should be thoroughly flushed and disinfected.

### Latest government advice and support

**Implementing Social Distancing in Education and Childcare Settings**

This guidance is for education and childcare settings that are remaining open to support vulnerable children and the children of critical workers. It should be read in conjunction with [guidance for social distancing](https://www.gov.uk/government/publications/covid-19-guidance-on-social-distancing-and-for-vulnerable-people/guidance-on-social-distancing-for-everyone-in-the-uk-and-protecting-older-people-and-vulnerable-adults).

[Guidance for education and childcare settings on how to implement social distancing](https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings)

**Guidance for educational settings**

[Guidance for educational settings about Covid-19](https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19)

**Covid-19 Safeguarding Appendix**

**DfE Help**

[Advice for the education sector](https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings) is being updated daily.

The Department for Education COVID-19 helpline, is available to answer questions.

**DfE coronavirus helpline**

Telephone 0800 046 8687

If you have a query about coronavirus (COVID-19) relating to our setting contact their helpline.

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

When you call please have our unique reference number (URN or UK PRN) available when calling the helpline.

**Keeping children safe in schools**

KCSIE is statutory safeguarding guidance that we should continue to have regard to as per our legislative duty and/or funding agreement requirements.

It remains essential that as far as possible we continue to be safe places for children. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads (DSLs) so we can continue to have appropriate regard to KCSIE and keep our children safe. It suggests where settings might consider safeguarding policy and process differently when compared to business as usual.

The way settings are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

* with regard to safeguarding, the best interests of children must always continue to come first
* if anyone in a setting has a safeguarding concern about any child they should continue to act and act immediately
* a DSL or deputy should be available
* it is essential that unsuitable people are not allowed to enter the children’s workforce and/or gain access to children
* children should continue to be protected when they are online

Settings should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to safeguarding or undermining their child protection policy.

**Child protection policy**

It is likely that our safeguarding policy will not accurately reflect new arrangements in response to COVID-19. It is important we (led by a DSL or deputy, wherever possible) review and revise our child protection policy and keep it under review as circumstances continue to evolve.

* any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children’s social care, reporting mechanisms, referral thresholds and children in need will be noted and passed on to staff
* continue to revise what staff and volunteers should do if they have any concerns about a child
* stress the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns
* DSL (and deputy) arrangements
* the continued importance for settings to work with and support children’s social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children
* what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a setting responds to any such concerns)
* any arrangements to support children the setting staff are concerned about who do not meet the ‘vulnerable’ definition
* what arrangements are in place to keep children not physically attending the setting safe, especially online and how concerns about these children should be progressed

**Designated safeguarding leads (DSLs)**

The optimal setting providing care for children is to have a trained DSL or deputy available on site. It is recognised this may not be possible (if someone is isolating etc), and where this is the case the

* a trained DSL or deputy from the setting can be available to be contacted via phone or online video - for example working from home
* sharing trained DSLs or deputies with the Church (who should be available to be contacted via phone or online video)

Where a trained DSL or deputy is not on site, in addition to one of the above options, the department recommend a senior leader takes responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children’s social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

Whatever the scenario, it is important that all setting staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them.

It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

**Vulnerable children**

Ensuring that vulnerable children remain protected is a top priority for the government. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, read more in the [guidance on vulnerable children and young people](https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people) for further information.

Local authorities have the key day-to-day responsibility for delivery of children’s social care. Social workers and VSHs will continue to work with vulnerable children in this difficult period and should support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child’s social worker and family it is agreed this is not in the best interests of the child.

Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children’s social care support.

Setting staff should continue to work with and support children’ social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

**Attendance**

When open settings should only follow up on a child they were expecting to attend, who does not. To support this settings should take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at the setting, or discontinues, the setting should notify their social worker.

The department has introduced a [daily online attendance form](https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

**GDPR**

Whilst settings must continue to have appropriate regard to data protection and GDPR they do not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76-83 of KCSIE.

Where settings are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Settings must continue to follow their legal duty to refer to the DBS, anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to log everyone that will be working or volunteering in our setting on any given day.

**Mental health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of young people and their parents. Staff should be aware of this in setting expectations of pupils’ work where they are at home. The department has provided separate guidance on providing education remotely.

**Online safety in settings**

It will be more important than ever that settings provide a safe environment, including online. Settings should continue to ensure that appropriate filters and monitoring systems (read [guidance on what “appropriate” looks like](https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring)) are in place to protect children when they are online. Settings should consider who in their institution has the technical knowledge to maintain safe IT arrangements.

The [UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves](https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board) that any new arrangements continue to effectively safeguard children online.

The [UK Safer Internet Centre’s professional online safety helpline](https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline) also provides support for the children’s workforce with any online safety issues they face. Local authorities may also be able to provide support.

**Children and online safety away from settings**

We all should be doing what we reasonably can to keep all children safe. In most cases, the majority of children will not be physically attending the setting. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children’s social care and as required the police.

The department is providing separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology. Recently published [guidance from the UK Safer Internet Centre on safe remote learning](https://swgfl.org.uk/resources/safe-remote-learning/) and from the [London Grid for Learning on the use of videos and livestreaming](https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf) could help plan online sessions and/or activities and plan them safely. The starting point for online contact should be that the same principles as set out in the behaviour policy (sometimes known as a code of conduct). This policy should amongst other things include acceptable use of technologies, staff /young person relationships and communication including the use of social media. The principles set out in the [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](https://www.saferrecruitmentconsortium.org/) may help satisfy yourselves that our staff behaviour policies are robust and effective.

Settings should ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

An essential part of the online planning process will be ensuring young people who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the setting this should also signpost children to age appropriate practical support from the likes of:

* [Childline](https://www.childline.org.uk/?utm_source=google&utm_medium=cpc&utm_campaign=UK_GO_S_B_BND_Grant_Childline_Information&utm_term=role_of_childline&gclsrc=aw.ds&&gclid=EAIaIQobChMIlfLRh-ez6AIVRrDtCh1N9QR2EAAYASAAEgLc-vD_BwE&gclsrc=aw.ds) - for support
* [UK Safer Internet Centre](https://reportharmfulcontent.com/) - to report and remove harmful online content
* [CEOP](https://www.ceop.police.uk/safety-centre/) - for advice on making a report about online abuse

Settings are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the setting (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:

* [Internet matters](https://www.internetmatters.org/?gclid=EAIaIQobChMIktuA5LWK2wIVRYXVCh2afg2aEAAYASAAEgIJ5vD_BwE) - for support for parents and carers to keep their children safe online
* [London Grid for Learning](http://www.lgfl.net/online-safety/) - for support for parents and carers to keep their children safe online
* [Net-aware](https://www.net-aware.org.uk/) - for support for parents and careers from the NSPCC
* [Parent info](https://parentinfo.org/) - for support for parents and carers to keep their children safe online
* [Thinkuknow](http://www.thinkuknow.co.uk/) - for advice from the National Crime Agency to stay safe online

[UK Safer Internet Centre](https://www.saferinternet.org.uk/advice-centre/parents-and-carers) - advice for parents and carer

**Youngstars Nursery**

**Policies and Procedures**

I confirm that I have received a complete set of the Youngstars Nursery policies and procedures.

I understand that it is my responsibility to familiarise myself with Nursery’s policies and procedures and I will seek clarification from the Nursery manager where necessary.

Name:...................................................

Signed: ……………………………………………………………………..…………

Date: …………………………………………………………………………………...