



Greenfields House Nursery

Policies and Procedures

The Metropole

The Leas

Folkestone

Kent

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Ofsted Registered

EY478180

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Admissions and Fees Policy

Places in the nursery will be allocated on a first come, first served basis. Parents who are interested in a place for their child should contact the nursery direct to arrange a viewing. If the nursery is full or the place you wish unavailable you will be asked to fill in an application form which places your child on the waiting list. We ask parents to provide an email address or contact number so we can confirm receipt of your application. If a space becomes available we will contact you to ask if you still require the space. Priority is given to children who attend, or who have siblings at the nursery or our sister nursery Greenfields Nursery (Sandgate School).

Free Early Education (FEE) Two, Three and Four year olds

Free Early Education is a core offer of 570 hours per year. It can be taken as 15 hours per week over 38 weeks (term-time) or 12 hours over 48 weeks (please see the Manager for details), usually the term after their 3rd birthday. Please ask a member of staff for details.

The minimum session length is 2.5 hours and the maximum is 10 hours per day. Places can be taken between the hours of 7.00 am and 7.00 pm. Parents do not have to take the full 15 hours if they feel it is too long for their child.

Greenfields offers Free Early Education over a minimum of 2 days between the hours of 8.00am and 6.00pm, in accordance with our session times.

Parents/carers may access as little or as much of the Free Early Education as they wish, space permitting, and may take up the entitlement at a maximum of 2 providers. Free Early Education will be split pro-rata based on your child's attendance. Parents are to inform the supervisor if this is the case. Please note that under the scheme there is no guaranteed right to a place, the admissions policy will apply.

Additional funding criteria for two year olds

Providers must be in receipt of an 'Eligibility Confirmed' email before accepting a child under the terms of the FF2 Scheme. **Payment cannot be guaranteed** if eligibility has not been confirmed.

30 hours of free childcare for three and four year olds.

Greenfields House offers the 30 hours free childcare. A child qualifies for the extended entitlement if both parents are working (or the sole parent in a lone parent family is working) and each parent earns, on average, a weekly minimum equivalent to 16 hours (National Minimum Wage or National Living Wage) and less than £100k a year.

Enrolment fee

An enrolment fee is required for children who do not receive Free Early Education and pay for their sessions. Children who access Free Early Education and do more than the 15hrs or 30hrs (if eligibility for 30 hours free) per week entitlement will be required to pay the enrolment fee.

Payment of fees

Fees apply all year round for children who **do not** receive Free Early Education. The nursery is closed during Christmas and New Year and all bank holidays.

An invoice will be issued each term (12-14weeks) giving parents the opportunity to pay in 1, 2, 3 or 4 instalments for the term. Any Free Early Education hours will be shown and a total kept for the year. Fees must be paid on the date stated on the invoice unless a prior arrangement has been made. We regret that there will be no reduction if your child is being absent or if you are on holiday.

Late fee Policy

We will charge £10.00 per week for any outstanding fees. Fees must be paid in line with the dates on your invoice. Parents whose fees are more than 2 weeks behind may lose their child's place without notice

Late pick up policy

Parents who are late to pick their child up will occur a £35.00 charge. A separate invoice will be given for this charge and **MUST** be paid within 7 days.

Closure of Nursery

If the nursery has to close under health and safety conditions; weather conditions, no water, we will do our utmost to contact parents individually to inform you of this closure. We reserve the right to offer your child's missed session on another day; this may be outside of our term dates. We regret we do not offer a refund.

Clothing and personal belongings policy

We highly recommend children do not wear their best clothes. Although we provide aprons for children to wear we feel exploring a variety of materials is essential for their creativity and learning and we cannot guarantee there will be **no** mess!

Slippers/ indoor footwear / Wellington boots

We ask children to change their outdoor shoes to slippers or indoors soft shoes to help maintain the equipment and flooring and for hygiene reasons when children are playing on the floor. These can be kept at nursery with their name clearly labeled or brought in each time. We request children bring or leave at nursery wellington boots so children can access the outdoors in all weather conditions.

Spare clothing / nappies

We ask children to bring in or leave on their coat peg a spare pair of clothes. Children who are in nappies or toilet training are required to supply their own nappies and cleaning products (wipes, cotton wool, cream) and several spare sets of clothes for those 'little accidents'.

Personal belongings

Although we will do our best to ensure your child's personal belongings are kept safe and secure we regret we cannot take responsibility for damaged or lost items. We advise children do not bring in expensive or irreplaceable items.

Settling In Policy

We want children to feel safe, stimulated and happy at Greenfields House and feel secure and comfortable with staff. We also want parents to have confidence in both their children's well being and their role as active parents within the nursery.

We aim to make the nursery a welcome place where children settle quickly and easily.

Consideration will be given to the individual needs and circumstances of children and their families.

In order to accomplish this we will:

If required, offer a home visit to families, especially parents of children with special educational needs and disability or English as an additional language. This provides the opportunity to meet the family in their home environment and discuss any concerns they may have.

If required, offer up to 2 short play visits to enable your child to settle into the nursery environment at a time that may be more relaxed and convenient to you.

For large intakes (usually September) hold a welcome session prior to the child starting. This provides the opportunity for all new parents and children to meet each other and to familiarise with the surroundings and the staff.

Work with parents to decide on the best way to help your child settle by encouraging parents to complete a form which gives background to the child's family, routines, likes and dislikes.

Give each family a copy of our regulations and procedures with guidance on how to view the settings policies and procedures to help welcome you and your child to the setting.

Allocate a key person to each child and his/her family, the key person helps the child become familiar with the setting, feel confident and safe within, developing a genuine bond with the child and the child's parents offering a settled and close relationship.
(please see key person policy)

Respect parent wishes on comforters and transitional objects e.g. blanket, favourite toy (please see dummy policy)

Offer a contact book for parents to use if they wish; this provides the opportunity for staff and parents to communicate about what their child have done both at home and at nursery.

In the unlikely event that your child does not seem to settle at the nursery, we will review the situation with you and discuss the options to best suit you and your child.

Activities Policy

The nursery

The main nursery room is designed so all children can access all areas of learning and development. Areas available include construction, small world, sand and water, mark making, role play and books. Their day consists of child initiated play and adult directed and as well as activities in small and large groups. The environment offers learning opportunities where children have the opportunity to choose where and what they want to play with.

Pre School Learning

The setting has been designed with a classroom style environment where children mainly take responsibility for their own learning in a way which suits them, encouraging their self-help skills and preparation for school life; children may take part in a 'classroom' environment usually the September prior to starting primary school.

Garden Room

Our inside garden room has been designed to aid physical development in a natural environment as well as offering other learning and development.

Outside Access

We are extremely lucky to be able to access 'The Leas' which gives the children the opportunity to experience all activities in an open space.

Times are allocated for snack time, singing, stories, child initiated activities and adult initiated/ adult led activities. We encourage children to take part in adult initiated / led activities but give them the option whether they join in. Please do not be disappointed if your child does not have anything to bring home; it doesn't mean they have not done anything; a daily plan is available for parents to see what activities have been offered.

Celebrating and marking British occasions and festivals

Part of the EYFS requires us to teach British values, this is implemented within the learning experiences the children take part in each day. We also celebrate a variety of festivals and occasions for example Halloween and Christmas. If you do not wish you child to take part in any of these celebrations please advise the Manager upon admission.

Extra curriculum activities

Greenfields offers parents the opportunity for their child to join in extra curriculum activities with a qualified instructor, activities offered are dance and movement.

(a small fee for this service will be charged)

Greenfields implements the EYFS (Early Years Foundation Stage 2017 for learning and development

Please see our curriculum guidance on how the activities we offer meet the Early Years Foundation Stage.

Observation and assessment procedure

Greenfields will use observation and assessment methods to record your child's learning and development throughout their time with us. This helps us to plan future relevant activities and experiences building on their interests and individual needs for them to reach their full potential.

Progress check at age two

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator or health professionals) as appropriate.

Observation

Staff may carry out group and individual observations by using a variety of formats to best suit the type of observation being carried out; linking to developmental milestones and / or stages of the Early Years Foundation stage, written records or photographic evidence. All observations are linked to future planning/ next steps and used as evidence to show links to the Early Years Foundation Stage in their learning journey.

Assessment

Children are continually assessed using our progress tracker. Children are expected to make good progress and we value parents contributions to their learning and development.

Learning journey

Each child will build up a learning journey throughout their time with us. This is individual to the child and will contain observations, photographs, their progress tracker and any evidence of their learning and development.



Confidentiality Policy (incorporating Information Sharing)

Statement Greenfields Confidentiality policy has been developed in accordance with the principles of the Human Rights Act 1998, The Data Protection Act 1998 / 2018, the Freedom of Information Act 2000, Crime and Disorder Act 1998 S17, Children Act 1989 S17 and 47, Children Act 2004 S10, 11 and 12 and the welfare regulations required by Section 40 of the Child Care Act 2006. Information sharing (Advice for practitioners providing safeguarding services to children, young people, parents and carers) March 2015 This policy needs to be read in conjunction with the Greenfields Child Protection and Allegation policy.

Definition of Confidentiality

For the purpose of this policy the following definition of confidentiality will apply:

“Discretion in keeping private information”

We aim to ensure in this setting that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. The general rule in this setting is that staff should make clear that there are limits to confidentiality at the beginning of the conversation. These limits relate to ensuring children’s safety and well being.

The member of staff who is responsible for implementation, monitoring and review of the confidentiality policy in the setting is **Lynsey Krzyszka**.

Rationale and statement on the importance of confidentiality

At Greenfields we believe that:

The safety, wellbeing and protection of the children in our setting are of paramount consideration in all decisions staff at this setting make about confidentiality. The appropriate sharing of information between setting staff is an essential element of ensuring the well being of children and young people in our care.

It is essential that part of the ethos of our setting is that there is a clear and explicit policy on confidentiality so that children, young people, parents/carers and staff are able to seek help both within and outside the setting and the number of situations are minimised when personal information is shared to ensure children and staff are supported and safe. We take seriously our responsibility to ensure the protection, health, safety and well being of both the children and young people entrusted to our care. We expect our staff to comply with this confidentiality policy and will treat breaches of confidentiality as a serious matter.

Parents/carers, children, young people and staff need to know the boundaries of confidentiality in order to feel safe and comfortable in discussing personal issues.

The settings attitude to confidentiality is open and easily understood and everyone should be able to trust the boundaries of confidentiality operating within the setting.

Everyone in the setting needs to know that no one can offer absolute confidentiality.

The setting at all times puts the safety and welfare of the child first and any issue will be referred to the setting's designated person for child protection if necessary.

The name of the Early Years Designated Lead is **Lynsey Krzyszka** and **Debbie Peate**

Staff, visitors and volunteers responsibilities

All people working with children or young people in this setting will:

Ensure the interest of the child is paramount.

At the outset inform child/parents/carers that they cannot offer complete confidentiality in circumstances when there are concerns for the child or other children or parents or staff member.

Explain to the child/parent/carer as appropriate at the outset openly and honestly, what and how information will, or could be shared and why, and seek their agreement. Inform the child, parent, carer or staff member when they have inadvertently made a disclosure that they may need to share the information with the designated person who is **Debbie Peate and Lynsey Krzyszka**.

*Whilst the Data Protection Act 1998/2018 places duties on organisations and individuals to process personal information fairly and lawfully, **it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm**. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.*

Our **Exception** of non- parental agreement is when to do so would place the child, young person or others at increased risk of significant harm or an adult at risk of serious harm or if it would undermine the prevention detection or prosecution of a serious crime, including where seeking consent might lead to interference with a potential investigation. .

Guidelines for sharing information

When taking decisions about what information to share, you should consider how much information you need to release. The Data Protection Act 1998 /2018 requires you to consider the impact of disclosing information on the information subject and any third parties. Any information shared must be proportionate to the need and level of risk.

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make sound decisions.

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

Information should be shared in a timely fashion to reduce the risk of harm. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore harm to a child. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

Information sharing decisions should be recorded whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. *See Information sharing (Advice for practitioners providing safeguarding services to children, young people, parents and carers) March 2015*

Unless s/he is already known a phone call received from professional seeking information must be verified before information is divulged by calling him or her back on an organisation telephone number and not a mobile phone.

At all times abide by the setting's child protection policy.

Be duty bound to act appropriately upon information not directly given to them and consult with the designated child protection in the setting

Where there are areas of doubt about the sharing of information seek a consultation with the local KCC children's safeguard team, area children's officer.

Ground rules in the setting for Carers/ parents/ staff and children

In order to create the right sort of learning environment and to help safeguard people's rights to confidentiality the setting believes it is best to establish a clear set of ground rules to work within whilst at the setting. Ground rules will enable sensitive or controversial issues to be explored in a way that can minimise the risks of inappropriate disclosures being made.

Example of ground rules include:

We will respect each other and not laugh, tease or hurt others.

Listen to views and opinions.

If we find out things about other children/ staff/parents which are personal and private we won't talk about it unless a child, adult young person is at risk of significant harm.

If we are worried about someone else's safety we will then talk to the setting's designated person.

Information we share

We sometimes need to share the personal information we process with the individual themselves and also other organisations. Where this is necessary we are required to comply with all aspects of The Data Protection Act.

Children's records

We keep two kinds of records on children attending our setting:

Developmental records

These include observations of children in the setting, samples of their work, summary developmental reports, and records of their achievements and digital images of the child's progress. They can be accessed and contributed to by staff, the child and the child's parents/carers.

Personal records

These include application and admission forms with personal details, family details, GP contact, lifestyle and social circumstances, financial details and sensitive classes of information for example physical or health details, racial or ethnic origin and religious or other beliefs. Signed consents and correspondence concerning the child or family, reports or minutes concerning the child from other agencies, an ongoing record of relevant contact with parents and observations by staff on any confidential matter involving the child such as developmental concerns or child protection welfare/ matters.

These confidential records are stored in a locked room and are kept secure by the person in charge in an office or other suitable safe place.

Parents have access to the files and records of their own children but do not have access to information about any other child. Parents do not, however, have an automatic right of access to child protection records.

Staff will not discuss personal information given by parents with other members of staff except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

Other records

Issues relating to the employment of staff, whether paid or unpaid will remain confidential to the people directly involved with making personnel decisions.

Students, volunteers who are working or observing in the setting are advised of our confidentiality policy and required to respect it.

Monitoring and Review

All setting personnel and visiting staff will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the owner being formally sought.

This policy has been reviewed in October 2018 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.

This policy forms part of our setting's development plan and will be reviewed annually. All staff should have access to this policy and sign to the effect that they have read and understood its contents.

Greenfields House (Lynsey Krzyszka) is the Data Controller for the purposes of the Data Protection Act. We collect from you, and may receive information about you from your previous setting. We are required by law to pass some of your information to the Local Authority and the Department for Children, Schools and Families. *For further details please see our Privacy Notice or ask a member of staff for a copy.*

Register of data controllers: Greenfields House Limited

Registration reference: ZA128864

Date Registered: 14 July 2015

Registration Expiry date: 13 July 2019

Health and Safety Policy

It is the policy of Greenfields to comply with the requirements of the Health and Safety at Work Act 1974 to ensure, so far as is reasonably practicable, the health, safety and welfare of their employees at work and comply with the Management of Health and Safety at Work Regulations 1999 (risk assessment), Health and Safety (Consultation with Employees) Regulations 1996, Safety Representatives and Safety Committees Regulations 1977, Workplace (Health, Safety and Welfare) Regulations 1992, Control of Substances Hazardous to Health Regulations 2002 (COSHH), Manual Handling Operations Regulations 1992, Regulatory Reform (Fire Safety) Order 2005, The Health and Safety (First Aid) Regulations 1981 and Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).

At Greenfields we:

Provide a safe and healthy environment by following guidelines from the above regulations.

Have a procedure in place to ensure children only leave the premises with individuals named by the parents or by another adult by obtaining written permission from the parents.

Record the arrival and departures of staff, children, parents and visitors in the daily register or the visitors' book.

Request a password to be created when a child enrolls; this password may be asked for if someone other than the child's usual person collects them from the setting.

Conduct a risk assessment and review it regularly at least once a year or when the need arises. A daily check is carried out inside and outdoors prior to the children attending to identify and take reasonable steps to minimise the risks and inform others of any potential hazards.

Control situations likely to be hazardous to health and safety in the nursery or that can cause damage to persons or equipment in guidance with the Control of Substances Hazardous to Health Regulations 2002 (COSHH)

Follow procedures for staff so they are informed and aware of potential hazards within the nursery and the surrounding environment actively protecting children from hazards.

At least 1 staff member with first aid training will be on duty and all newly qualified entrants to the early years workforce with level 2 /3 will have a PFA certificate before they are included in the staff: child ratios. All accidents and any incidents are recorded in the accident book and parents notified as soon as possible. Staff and visitors are also requested to record any accidents in the staff accident book and the appropriate supervisor informed.

All accidents and any incidents are recorded in the accident book and parents notified as soon as possible. Staff and visitors are also requested to record any accidents in the staff accident book and the appropriate supervisor informed.

Inform staff of hygiene rules with particular care relating to bodily fluids. Staff is aware of how infections can be transmitted and at least one member of staff has a food hygiene certificate.

Make sure furniture, toys and equipment on the premises are in good repair and conform to BSEN safety standards/toy safety and any faulty equipment and hazards reported and minimised or removed immediately.

Make sure Fire fighting equipment conforms to BSEN safety standards, checked to the frequency specified by the manufacturer and kept in working order. A fire risk assessment is in place and reviewed regularly.

Manual Handling Policy and procedure

Introduction



Manual Handling is defined as 'any transporting or supporting of a load (including the lifting, putting down, pushing, pulling, carrying or moving thereof) by hand or bodily force'. Such accidents can occur in all types of work and are not restricted only to manual type jobs. Manual handling can result in various types of musculoskeletal disorders, mainly to the back, upper limbs, neck and lower limbs. Other types of injury may include hernias (damage to muscle wall) crush injuries to hands or feet.

Some people could be exposed to higher risk and other possible health and safety consequences. Such groups could include those with a health condition, those returning to work from a long period of sickness, expectant/nursing mothers, disabled people, and where there has been previous injury. Where applicable an individual's personal circumstance therefore must be taken into account as part of any manual handling risk assessment.

Policy

It is the policy of Greenfields to reduce risk of injury so far as is reasonably practicable to those involved in manual handling and to comply with the Management of Health and Safety Regulations 1999, the Health and Safety at Work etc Act 1974 and The Manual Handling Operations Regulations 1992, (as amended 2002). Work activities which involve hazardous manual handling will have been identified by the procedures involved in hazard identification and risk assessment under the Management of Health and Safety at Work Regulations 1992. These activities include such operations as the lifting, lowering, pushing, pulling, supporting, carrying and moving of loads by hand or by bodily force.

The Manual Handling Operations Regulations 1992 apply to these activities.

Regulations

In summary the Manual Handling Operations Regulations 1992, (as amended 2002) require employers to-

Avoid the need for hazardous manual handling, so far as is reasonably practicable;
Assess the risk of injury from any hazardous manual handling that cannot be avoided; and
Reduce the risk of injury from hazardous manual handling, so far as is reasonably practicable.

Greenfields will undertake risk assessments, where necessary, taking into consideration the task, individual, load and environment and provide further instruction on the methods to be followed in their own workplace, the control measures to be used and any specific 'on the job' requirements. This must include information on the characteristics of a load, of any equipment to be used and local rules.

Duties of responsible persons

It is Lynsey Krzyszka duty to take responsibility for implementing this policy and to undertake risk assessments as necessary and to implement suitable controls to reduce risks for manual handling tasks in accordance with the Regulations and guidance.

Supervisors are required to implement measures as required to comply with this policy including risk assessment, control measures to reduce risk and suitable training and information for those who undertake manual handling.

Handling operations which present a risk of injury are avoided, so far as is reasonably practicable, by eliminating the need for the load to be moved or by the introduction of automation or mechanization

Control measures required to eliminate the risk, or reduce it to the lowest level which is reasonably practicable, are identified from the information in the risk assessment and are used to implement a safe system of work.

All new work which might involve manual handling operations is assessed and safe systems of work are implemented before the work commences. Annual reviews of assessments are made to ensure that they are still valid but re-assessment is carried out immediately if any of the components of the work situation have changed.

All accidents which result in musculoskeletal injury to staff are fully investigated and risk assessments and systems of work are reviewed in the light of such incidents.

Staff recruited to posts involving manual handling are suitable for the work they are required to undertake, and that job descriptions sent to applicants for employment include details of manual handling tasks where these are part of requirement of the post.

Staff are not pressurised by supervisors into undertaking operations (either by weight or rate of work) which are beyond their safe capability Suitable information, training and supervision is provided for all employees engaged in manual handling tasks and that such training is recorded, and monitored.

Duties of all employees undertaking manual handling

- To follow instructions, training and the safe system of work laid down for their safety.
- To report to the owner/supervisor if this is not possible.
- To make proper use of any mechanical aids which have been provided for their safety and for which they have been trained.
- To report any faults with mechanical aids immediately to the supervisor.
- To co-operate with the employer on health and safety matters and to report any accident or incident arising in the work.
- To observe their duty of care to themselves and not to put others at risk.
- To inform the supervisor if they are unable to undertake their normal manual handling duties because of injury, illness or any other condition.
- Not to undertake any manual handling operation which they believe is beyond their capability.

Further information available from

HSE Manual Handling Operations Regulations 1992, (as amended 2002)
HSE Guidance indg143 (rev2) Getting to grips with Manual Handling.

Sun cream

The sun's rays are particularly strong over the summer and they can damage children's skin. This may not seem like a problem right now, but sadly it can lead to skin cancer in later life.

Your child's health and well-being are very important to us so we will implement the following:

We will

Spend time discussing sun protection with the children at nursery. Actively encourage all children to wear a hat, broad brim or legionnaire style when they play outside.

Provide sun cream for your child whilst in our care. We will apply cream to exposed areas of skin (arms, legs, neck and face).

Provide a shaded area for children to play under or use during appropriate outdoor activities on particularly sunny days.

If we feel it is too hot for the children, we reserve the right to not take them outside for their safety.

Parent's responsibility

You are requested to fill in and sign a consent form which authorises staff to apply sun cream, and make a donation of £2.50 per year and we will supply sun cream for your child whilst at our setting, **or** supply sun cream for your child to use at the setting.

We request parents apply sun cream to their child prior to arriving at the setting and inform a staff member this has been done.

Please send your child to nursery wearing a comfortable wide brimmed hat or legionnaire style cap. Please inform us if you have any special requirements about skin care for your child.

If we do not receive any information from you we will presume you are happy for us to apply sun cream to your child whilst in our care and £2.50 will be added to your termly invoice.

Infection Control

We at Greenfields prevent the spread of infections by ensuring high standards of personal hygiene and practice, particularly hand washing, and maintaining a clean environment.

We aim to ensure high standards of personal hygiene and practice by:

Displaying information on illness, infections, and skin rashes for parents, with the recommended period to be kept away from the setting and other medical advice in guidance with the Health Protection Agency.

Having separate procedures for areas of hygiene, these include; hand washing, changing nappies, cleaning, cleaning of blood and body fluid spillages, clinical waste and animals waste.

How we control infections

Hand washing, we:

- Use liquid soap, water and paper towels or hand dryers
- Always wash hands or use anti – bacterial hand gel after using the toilet, before eating or handling food, and after handling animals.
- Staff cover all cuts and abrasions with water proof dressings.

Coughing and Sneezing easily spread infections we:

- Discouraged Spitting.
- Encourage children and adults to cover their mouth and nose with a tissue.
- Wash their hands after using or disposing of tissues.

CATCH IT, BIN IT, KILL IT



Cleaning we:

- Clean the environment as we go and at the end of the day.
- All tables **MUST** be sprayed with anti bacterial spray and wiped with the appropriate cloth before and after every meal time.
- All floors should be swept after each snack and lunch time.
- Regularly clean and monitor when toys and equipment are cleaned.
- Follow guidelines in line with COSHH
- Provide personal protective equipment

Cleaning of blood and body fluid spillages we:

- Ask that all spillages of blood, faeces, saliva, vomit, nasal, and eye discharges are cleaned up immediately.
- Recommend personal protective equipment is worn (gloves and apron)
- When spillages occur, clean using a product which combines both a detergent and a disinfectant.

- Use as per manufacturers instructions and ensure it is effective against bacteria and viruses, and suitable for use.

NEVER USE mops for cleaning up blood and body fluid spillages use disposable paper towels / cloth and discard clinical waste as describe below.

Laundry

- Is done off the premises.
- Soiled linen is washed separately at the hottest wash fabric will tolerate.
- PPE is worn when handling soiled linen.
- Soiled children's clothing should be bagged to go home, never rinse by hand.

Waste

- Used nappies/pads, gloves, aprons and soiled dressings should be put in nappy bags and put in appropriate bin immediately.
- If the need arises all other clinical waste will be removed by a registered waste contractor. For clinical waste the bags should be less than 2/3rds full and stored in a dedicated, secure area whilst awaiting collection.

Animals (permanently or visiting) we:

- Ensure animals living quarters are kept clean and away from food areas.
- Make sure waste is disposed of regularly, and litter boxes not accessible to children.
- Do not let children play with animals unsupervised.

We ask parents to ensure their child's immunisations are up to date and advise us if they are not.

When to immunise	Diseases protected against	Vaccine given
Two months old	Diphtheria, tetanus, pertussis (whooping cough), polio and <i>Haemophilus influenzae</i> type b (Hib) Pneumococcal infection	DTaP/IPV/Hib + Pneumococcal conjugate vaccine, (PCV)
Three months old	Diphtheria, tetanus, pertussis, polio and <i>Haemophilus influenzae</i> type b (Hib) Meningitis C	DTaP/IPV/Hib + MenC
Four months old	Diphtheria, tetanus, pertussis, polio and <i>Haemophilus influenzae</i> type b (Hib) Meningitis C Pneumococcal infection	DTaP/IPV/Hib C + MenC + PCV
Around 12 months	<i>Haemophilus influenzae</i> type b (Hib) Meningitis C	Hib/MenC
Around 13 months old	Measles, mumps and rubella Pneumococcal infection	MMR + PCV
Three years and four months soon after	Diphtheria, tetanus, pertussis and Measles, mumps and rubella	DTaP/IPV or dTaP/IPV +MMR

Children's flu vaccine, given annually as a nasal spray in Sept/Oct for ages two, three and four and children in primary school years one and two.

www.childhealth.co.uk

Safeguarding Children Policy (*incorporating child protection and allegation against a member of staff*)

Statement

Greenfields Safeguarding Policy has been developed in accordance with the principles established by the Kent and Medway Safeguarding Children Procedures 2014, The Children Act 1989, 2004 and 2006. The Early Years Foundation Stage 2017, Education Act 2002 and related guidance including The Framework for the Assessment of Children in Need and their Families (2000), Working Together to Safeguard Children (2015) , What to do if you're worried a child is being abused (2015) The Safeguarding Vulnerable Groups Act (2006) Counter-Terrorism and Security Act 2015, Prevent duty guidance for England and Wales: March 2015, Inspecting safeguarding in early years, education and skills settings, Keeping Children Safe in education June 2015, The Female Genital Mutilation Act 2003 (Female Genital Mutilation Risk and Safeguarding Guidance for professionals) March 2015, Kent and Medway Child Sexual Exploitation (Operation Willow) Keeping Children Safe in Education 2016.

The staff and members of Greenfields take seriously our responsibility to promote the welfare and safeguard all the children and young people entrusted to our care.

The Designated Safeguarding Lead (DSL) **Debbie Peate** is to take lead responsibility for safeguarding children and is responsible for ensuring all legal requirements are met **Lynsey Krzyszka** is committed to ensuring the DSL is properly supported in being able to carry out their role fully, including providing them with appropriate time and resources away from other job commitments.

Introduction

Greenfields wishes to ensure that it maintains the highest possible standards to meet its responsibility to protect and safeguard those children for whom it has responsibility. This policy details procedure to follow when there is concern about a child's welfare.

For the purposes of this document, a member of staff may be an employee, student or volunteer.

As part of the ethos of the setting we are committed and recognise

- Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right (EYFS 2017 p5)
- Recognising safeguarding is not just about protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act. It relates to

broader aspects of care and education including children's and learners' health and safety and well-being.

- Maintaining all children's welfare as our paramount concern, the needs and wishes of each child, or an older child, should be put first.
- Providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to.
- Developing appropriate and positive relationships between children and the adults that care for them.
- Providing suitable support and guidance so that children can have a range of appropriate adults who they feel confident to approach if they are in difficulties
- Building the children's resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- Using learning at the setting to provide opportunities for increasing self- awareness, self -esteem, assertiveness and decision making so that young children have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- Working with parents to build an understanding of the setting's responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations;
- Ensuring all staff have regular training(including induction) and are able to recognise the signs and symptoms of abuse observing any changes in a child's behaviour or appearance, and are aware of the setting's procedures and reporting mechanisms.
- Be alert to the potential need for early help for a child and to provide integrated support for children, young people and families who are at risk of having poor outcomes in their lives.
- Monitoring children who have been identified as 'in need' including the need for protection, keeping confidential records which are stored securely and shared appropriately with other professionals.
- Developing effective and supportive liaison with other agencies

Greenfields staff role and responsibility in Child Protection

The EYF 2017 requires providers 'to take all necessary steps to keep children safe and well' and accordingly, everyone involved in the care of young children has a role to play in their protection. All members of staff at Greenfields are part of the wider

safeguarding system for children and are in a unique position to observe any changes in a child's behaviour or appearance.

All members of staff have a responsibility to identify children who may be in need of extra help or are suffering, or are likely to suffer, significant harm. All members of staff have a duty of care to take appropriate action and work with other services if needed.

- All visitors should be made aware of our policy and procedure to follow if they have a concern.

Role of the parent /carer

- The parent / carer must report any existing injuries to their child to a member of staff and fill in an existing injuries form prior to leaving their child in our care.

- Any existing injuries not identified by parent/ carer on arrival to the setting must be recorded by staff on an existing injuries form and the parent/ carer informed on their arrival or immediately by telephone if the injury is a concern.

- Parents and carers can obtain a copy of the setting Safeguarding Policy and other related policies on request or can view them via the setting website www.greenfields-nurseryschool.com

Lynsey Krzyszka is responsible for ensuring all legal requirements are met, have appointed an appropriately qualified and experienced DSL to fulfil this role in the setting. They are committed to ensuring that the DSL is properly supported in **being able to** carry out this role fully, including providing them with appropriate time and resources away from other commitments.

The DSL (Designated Safeguarding Lead) has overall responsibility for:

- Liaising with other professionals in all agencies, including social services, Early Help and Preventative Services, police and health colleagues.

- Monitor absences and follow up absences when children stop attending the setting.

- Keeping apprised of any updates in policy and practice as agreed by Kent Safeguarding Children Board (via the Education Safeguarding Team)

- Being a source of support, advice and guidance to any other setting staff, both paid and voluntary. This is on an ongoing basis and on any specific safeguarding issue as required.

- Co-ordinating child protection action within the setting, including making referrals as necessary and maintaining a confidential recording system.

- Ensuring all staff, visitors and volunteers are aware of the setting policies and procedures and their responsibilities in relation to safeguarding children.

- Ensuring all staff both paid and voluntary, have received appropriate and up to date child protection training at least every 3 years and provide them with appropriate annual updates through the safeguarding newsletter.
- Ensuring their training is kept up to date by attending appropriate designated lead training every 2 years and accessing updates at least annually through-bulletins, conferences, local meetings and other training
- Providing appropriate training for staff as soon as possible to enable staff to identify children who may be at risk of radicalisation and how to access the appropriate support services.
- Representing or ensuring the setting is represented, by an appropriate senior member of staff, at inter-agency meetings in particular Strategy Discussions, Child Protection Conferences and core groups;
- Managing and monitoring the setting's part in child in need and child protection plans

In the event the designated person is unavailable, staff should talk to The Area Safeguarding Advisor (Education)

Forms of Abuse

There are four main categories of abuse and neglect, although there are variations within these.

- All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.
- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown or in some cases unidentifiable individuals. In the case of honour based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.
- Abuse and neglect can happen over a period of time, however, can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.

- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviours; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

Physical Abuse

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

Sexual Abuse

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (i.e. rape or buggery or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing, they may include non-contact activities such as involving children in looking, or the production of, sexual images, or watching sexual activities. Or encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet) Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

Neglect is the persistent failure to meet the child's basic physical and/or psychological needs likely to result in the serious impairment of the child's health or development. It may occur in pregnancy as a result of maternal substance abuse. Once a child is born it may involve a parent or carer failing to provide adequate food, shelter and clothing, (including exclusion from home and abandonment), failing to protect a child from physical or emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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Emotional Abuse

Emotional abuse is the persistent emotional ill treatment of a child such as to cause a severe and persistent adverse affects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or "making fun" of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. It may include interactions beyond the child's developmental ability, overprotection, and limitation of exploration or learning, prevention of normal social interaction. Seeing or hearing ill-treatment of another, serious bullying (including cyber bullying) causing children to frequently feel frightened or in danger, or exploitation and corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, although it may occur alone.

Bullying (some areas may not apply to children in our care)

Bullying is defined as 'behaviour by an individual or group, usually repeated over time, which intentionally hurts another individual or group either physically or emotionally' (DFE definition). Repeated bullying usually has a significant emotional component, where the anticipation and fear of being bullied seriously affects the behaviour of the victim. It can be inflicted on a child by another child **or an adult**. Bullying can take many forms (for instance, cyber-bullying or online bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or can be because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

It can take many forms, but the three main types are:

- Physical - for example, hitting, kicking, shoving, theft;
- Verbal - for example, threats, name calling, racist or homophobic remarks;
- Emotional - for example, isolating an individual from activities/games and the social acceptance of their peer group.

Cyber-bullying/online bullying is defined as 'the use of Information Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else' (DFE definition). It is another form of bullying which can happen at all times of the day, with a potentially bigger audience.

Bullying often starts with apparently trivial events such as teasing and name calling which nevertheless rely on an abuse of power. Such abuses of power, if left

unchallenged, can lead to more serious forms of abuse, such as domestic violence and abuse, racial attacks, sexual offences and self-harm or suicide.

Bullying is a type of behaviour which needs to be defined by the impact on the victim rather than the intention of the perpetrator.

What may give cause for concern?

- Bruising on parts of the body which do not usually get bruised accidentally, e.g. around the eyes, behind the ears, back of the legs, stomach, chest, cheek and mouth (especially in a young baby), etc.
- Any bruising or injury to a very young, immobile baby
- Burns or scalds
- Bite marks
- Any injuries or swellings, which do not have a plausible explanation
- Bruising or soreness to the genital area
- Faltering growth, weight loss and slow development
- Unusual lethargy
- Any sudden uncharacteristic change in behaviour, e.g. child becomes either very aggressive or withdrawn
- A child whose play and language indicates a sexual knowledge beyond his/her years
- A child who flinches away from sudden movement
- A child who gives over rehearsed answers to explain how his/her injuries were caused
- An accumulation of a number of minor injuries and/or concerns
- A child who discloses something which may indicate he/she being abused.

Bullying

Behaviour such as:

- Being frightened of walking to and from school and changing their usual route
- Feeling ill in the mornings
- Beginning truanting
- Beginning to perform poorly in their school work
- Coming home regularly with clothes or books destroyed
- Becoming withdrawn, starting to stammer, lacking confidence, being distressed and anxious and stopping eating
- Attempting or threatening suicide
- Crying themselves to sleep, having nightmares
- Having their possessions go missing
- Asking for money or starting to steal (to pay the bully) or continually 'losing' their pocket money;
- Refusing to talk about what's wrong;
- Having unexplained bruises, cuts, scratches
- Beginning to bully other children/siblings
- Becoming aggressive and unreasonable

Peer on Peer Abuse

•All members of staff recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and 'sexting'. The setting is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

- Greenfields believes that abuse is abuse and it will never be tolerated, dismissed or minimised. Any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures, in accordance with Kent Safeguarding Children Board procedures.

Greenfields is aware of and will follow the KSCB procedures (www.kscb.org.uk) for supporting children who are at risk of harm as a result of their own behaviour.

Female genital mutilation (FGM) is a collective term for procedures, which include the removal of part or all of the external female genitalia for cultural or other non-therapeutic reasons. The practice is medically unnecessary, extremely painful and has serious health consequences, both at the time when the mutilation is carried out and in later life. The procedure is typically performed on girls aged between 4 and 13, but in some cases it is performed on new-born infants or on young women before marriage or pregnancy. From the 31st October 2015, regulated professionals in health and social care and teachers in England and Wales have a duty to report 'known' cases of FGM in under 18s to the police.

The following are some signs that the child may be at risk of FGM:

- A female child is born to a woman who has undergone FGM or whose older sibling or cousin has undergone FGM;
 - The family belongs to a community in which FGM is practised or have limited level of integration within UK community;
 - The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children;
 - If a female family elder is present, particularly when she is visiting from a country of origin, and taking a more active / influential role in the family;
 - The family makes preparations for the child to take a holiday, e.g. arranging vaccinations, planning an absence from school;
 - The child talks about a 'special procedure/ceremony' that is going to take place;
 - An awareness by a midwife or obstetrician that the procedure has already been carried out on a mother, prompting concern for any daughters, girls or young women in the family;
 - Repeated failure to attend or engage with health and welfare services or the mother of a girl is very reluctant to undergo genital examination;
- Where a girl from a practising community is withdrawn from Sex and Relationship Education they may be at risk from their parents wishing to keep them uninformed about their body and rights.

Consider whether any other indicators exist that FGM may have or has already taken place, for example:

1. The child has changed in behaviour after a prolonged absence from school;
2. The child has health problems, particularly bladder or menstrual problems;
3. The child has difficulty walking, sitting or standing and may appear to be uncomfortable.

The Children's social care team will liaise with the Paediatric services where it is believed that FGM has already taken place to ensure that a Medical Assessment takes place. It should be remembered that this will have lifelong consequences, and can be highly dangerous at the time of the procedure and directly afterwards.

If you are worried about a girl under 18 who is either at risk of FGM or who you suspect may have had FGM, you should share this information with Children's social care or the police immediately and follow the settings procedure.

Child Sexual Exploitation is where young people under 18 are encouraged, trapped, forced or coerced into a sexual relationship or situation by an adult. It often involves the young person being offered something in return for performing sexual acts such as drugs, alcohol, cigarettes, gifts, money, food, accommodation or affection CSE is a form of abuse and the same procedure should be followed.

The recognition of abuse is not always easy and Greenfields acknowledges that its staff have limited experienced in this area and will not easily know whether or not abuse is taking place. Indeed, it is not the place of staff to make such a judgement. However, it is their responsibility to act on concerns in order to safeguard the welfare of the child.

How to respond to a child who discloses something to you

If the child tells you something, it is important that you respond appropriately:

- Do listen to the child and avoid interrupting except to clarify
- Allow the child to make the disclosure at their own pace and in their own way
- Do not interrogate the child. It is alright to ask for clarification, but you should not ask leading questions. Misguided or inappropriate questioning in the first instance can do more harm than good, and may contaminate evidence, which could be needed in an investigation. The interviewing of children must be undertaken by the trained Social workers or Police Officers.
- Do not make any promises to the child about not passing on the information- the child's needs to know that you have to talk to someone who will be able to help them.
- Record the information as accurately as you can, including the timing, setting and those present, as well as what was said. Do not exaggerate or embellish what you have heard in any way.
- Inform the Designated Safeguarding Lead.

How to share your concerns

Staff must record any welfare concern(including Female genital mutilation and Child Sexual Exploitation) that they have about a child on the Setting's safeguarding incident/concern form (with a body map where injuries have been observed) and pass this without delay to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated.

- It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

- To help with this decision s/he may choose to consult with the Area Education Safeguarding Adviser from the Education Safeguarding Team and/or the Education Safeguarding Adviser (Online Protection) for online safety concerns.

- Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

- All members of staff are made aware of the Early Help process and understand their role within it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an

Early Help assessment.

- If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all Early Help cases under constant review and will give consideration to making a referral to SCS if the situation doesn't appear to be improving for the child.

- New referrals to services will be made using the agreed process i.e. the request for service form. These requests will be made with reference to the Kent Interagency Threshold Criteria for Children in Need. Concerns for children who are already known to services will be passed to the allocated worker / team. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.

- In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed. Consent will be sought, unless there is a valid reason not to do so; for example, if to do so would put a child at risk of harm and/or would undermine a criminal investigation.

- The role of the setting in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Education Safeguarding Team or Specialist Children's Services Team who may be able to discuss the concern and provide advice on appropriate action to be taken.

- If after a referral a child's situation does not appear to be improving, then the DSL (or the person that made the referral) will request reconsideration to ensure that the

settings concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Team.

Operation Willow is the name of the Kent and Medway awareness raising campaign around Child Sexual Exploitation (CSE). The campaign links with the nationwide Say Something if You See Something campaign. It also reaches out to the young victims themselves, their friends and family asking for help in bringing this kind of abuse to an end. If you have concerns about a child or young person whom you believe is at risk of sexual exploitation calls can be made using the 101 number quoting Operation Willow or anonymously via the Say Something Helpline.

Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision is made.

Such referrals might include referral to Specialist Children's Services as either Child Protection or Child in Need, to Police where there are potential criminal issues, referral to the Kent Early Help and Preventative Services or referral to services such as Child and Adolescent Mental Health Service (CAMHS), counselling, MARAC, etc.

Referrals to Specialist Children's Services will be made using Kent's inter-agency referral form (IARF) and with reference to the Kent and Medway Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. All referrals are now made via the County Duty Team unless it's already an open case.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to Specialist Children's Services being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Education Safeguards Team 03000 415648 or 07917602413 or Specialist Children's Services (Tel: 03000 411111)

The role of the setting in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

On occasion, staff may pass information about a child to the EYDL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the

Education Safeguards Team or the local Specialist Children's Services Team who will be able to discuss the concern and advise on appropriate action to be taken.

What do I record?

- Staff will record any welfare concern that they have about a child on the setting's safeguarding incident/concern form (with a body map if injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff.

- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.

- Incident/Welfare concern forms are kept in the office.

- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the setting. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.

- Lynsey Krzyszka will be kept informed of any significant issues by the DSL.

- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.

Inter-Agency Working

- Greenfields recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

- Greenfields are not the investigating agency when child protection concerns arise and will therefore pass all relevant cases to statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise that the setting plays a crucial part in supporting the child while these take place.

- Greenfields recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.

- Lynsey Krzyszka and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

Storage of records

Child protection records must be kept separate from all other records relating to that child. Child protection records should be stored in a locked cabinet.

Confidentially and Information Sharing

- We recognise that all matters relating to child protection are confidential. The DSL will only disclose information about a child to other members of staff on a need to know basis.

- All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

- If the setting is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local settings) then advice will be sought from the Education Safeguarding Team to ensure that the integrity of any subsequent investigations is maintained and that all members of the community are safeguarded.

Staff Induction and training

- All members of staff have been made aware of part one of the "Keeping Children Safe in Education" (2018) which covers safeguarding information. DSLs and Lynsey Krzyszka have read the entire document.

- The DSL will ensure that all new staff and volunteers (including temporary staff) are appropriately inducted and understand the settings internal safeguarding procedures and reporting mechanisms.

- All staff members (including volunteers and temporary staff) will receive appropriate safeguarding and child protection training which will enable them to:

- Recognise potential safeguarding and child protection concerns involving children and adults (colleagues, other professionals and parents/carers)

- Respond appropriately to safeguarding issues and take action in line with this policy

- Record concerns in line with the settings policies

- Refer concerns to the DSL and be able to seek support external to the setting if required

- All staff members (including volunteers and temporary staff) will receive appropriate training to ensure they are aware of a range of safeguarding issues. This training will enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way. This may include:

- significant changes in children's behaviour;

- deterioration in children's general well-being;

- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home or that a girl may have been subjected to (or is at risk of) Female

Genital Mutilation;

- inappropriate behaviour displayed by other members of staff, or any other person working with the children, for example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.
- The staff training will include setting responsibilities, the setting child protection procedures, online safety, safe working practice and external reporting mechanisms.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, as required, but at least annually.
- All staff members (including temporary staff) will also be made aware of the setting expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct)

Safe Working Practice

- All members of staff (including temporary staff and volunteers) are required to work within clear guidelines on Safe Working Practice / the setting's Code of Conduct.
- Staff understand that children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the settings Behaviour Management Policies and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.
- Staff are made aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings.

Supervision and Support

- The setting will ensure that members of staff are provided with appropriate supervision in accordance with the statutory requirements of Early Years Foundation Stage 2017.

- Lynsey Krzyszka and the setting Manager recognise regular, planned and accountable supervision, which is a two-way process, offers support and develops the knowledge, skills and values of an individual, group or team. We see its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives. Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

- All staff and volunteers will receive regular and planned supervision sessions. Uninterrupted time will be set aside to ensure any supervision sessions effective for both practitioner and management.

Safer Recruitment, Suitable People and Disqualification

- Greenfields is committed to ensure that all steps are taken to recruit staff and volunteers who are suitable to fulfil the requirements of their roles, are safe to work with our children and have their welfare and protection as the highest priority.

- Lynsey Krzyszka and the Manager are responsible for ensuring that the setting follows safe recruitment processes including accurate maintenance of the staff records/Single Central Record (SCR). The SCR is a list of staff, volunteers and proprietor and includes appropriate information which may include:

- Dates of recruitment;

- References;

- Identity checks;

- Criminal records check reference number, including date check was obtaining and details of who obtained it;

- Eligibility to work in the UK checks;

- Other essential key data.

- The setting will obtain an enhanced criminal records check in respect of every person aged 16 and over (including for unsupervised volunteers, and supervised volunteers who provide personal care) who:

- works directly with children;

- lives on the premises on which the childcare is provided and/or;

- works on the premises on which the childcare is provided (unless they do not work on the part of the premises where the childcare takes place, or do not work there at times when children are present).

- An additional criminal records check (or checks if more than one country) will also be made for anyone who has lived or worked abroad.

- Lynsey Krzyszka is responsible for ensuring that the setting adopts an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

- Lynsey Krzyszka will ensure that the manager, other senior staff responsible for recruitment complete accredited Safer Recruitment Training in line with government requirement.

- Lynsey Krzyszka is aware of the requirements to make appropriate checks regarding the disqualification status of all staff, including volunteers and temporary staff.

- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

The use of videos and photographs at Greenfields events

We must always be mindful of the need to safeguard the welfare of children in our care, and issues of child protection, data protection and parental consent will be given careful thought. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the Internet.

This policy will apply to all forms of publications; print, film, video, DVD, on websites and in the professional media.

Where another body provides services or activities separately, using our premises, **the registered person will ensure that the body concerned has appropriate policies and procedures in place in regard to safeguarding children.**

Mobile phones (MMS Multi-media messaging service, video phones)

These phones can take and transmit images and the same rules apply as for other photography, the user needs to recognise that any pictures taken are for personal use only.

A work mobile phone is taken on outings for parents to be able to contact staff and for emergency calls. Staff do not take this phone home and it is kept locked in the office when not in use for outings.

Greenfields request all staff do not keep mobile phones in their bags and lock them away when entering the setting to protect themselves and the children in our care.

Please see our photographs policy for further information

E-Safety

It is recognised by Greenfields that the use of technology presents particular challenges and risks to children and adults both inside and outside of the setting.

- Greenfields identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material

- contact: being subjected to harmful online interaction with other users

- conduct: personal online behaviour that increases the likelihood of, or causes, harm

- Members of staff with appropriate skills, interest and expertise regarding online safety are encouraged to help support the DSL, and any deputy DSLs as appropriate, for example when developing curriculum approaches or making technical decisions. However, the DSL is acknowledged as having overall responsibility for online safeguarding within the setting.

- Greenfields recognises the specific risks that can be posed by mobile phones and cameras, and in accordance with EYFS 2017 has appropriate policies in place that are shared and understood by all members of the community.
- Greenfields acknowledges that whilst monitoring is an important part of the settings online safety responsibilities, it is only one part of our role. Children and adults may have access to systems external to the settings control such as tablets, mobile phones and other internet enabled devices and technology.
- Greenfields will support parents/carers and the wider community (including all members of staff) to become aware and alert to the need to keep children safe online.

Data Protection

Records relating to child protection are exempt information under the Education (School Records) Regulation 1989. They can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1998 / 2018.

Neither the parent nor the pupil has an automatic right of access to child protection records, even under the Freedom of Information Act 2000. It is however best practice to share information written by setting staff unless there is a valid reason to withhold it. If an application is made to see the whole record, advice should be sought from your Area Children's Officer or Setting Improvement Partner, and the child's social worker if they have one. All third party information should be removed, or consent sought for its disclosure from source.

Cases of alleged abuse that result in court proceedings may require the setting to disclose their records, either through the police or social services. Records (suitably anonymised) may also be requested for use in disciplinary proceedings. In all court cases, a requesting solicitor or other third party should be advised that a Witness Summons or Subpoena should be obtained. In these situations the advice of your Area Children's Officer will be sought.

Allegation against a member of staff

Procedure in the event of an allegation being made against a member of staff

These procedures should be used in respect of all cases in connection with the person's employment or voluntary activity where it is alleged that a person who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children

If the concern is not connected to the person's employment or work activity, these procedures may also apply

Responsibilities

How we can protect ourselves?

- If a child sustains an injury whilst in our care, we will record it in the accident book as soon as possible. When the child is collected, we will inform whoever picks the child up about the injury and ensure that they also sign the accident book.
- If a child arrives with an injury sustained elsewhere we will ask for an explanation and again record on a pre-existing form and ask whoever has brought in the child to sign the record.
- We will ensure that all staff undertakes regular child protection training.
- We will ensure that all parents understand our role and responsibility in child protection. Within the nursery this will be to parents in who will sign to say they have read and understand the policies and procedures.
- Our behavioural management policy states that no physical sanctions will be used and we will ensure that everyone complies with it in all rooms within the setting.
- We will try to avoid situations where an adult is left alone in a room with a child. If this does occur, we will make sure that the door is left open and there are other people around.
- We will avoid engaging in rough physical play with children- as this may be misconstrued and could cause accidental injury to a child.
- We will avoid doing things of a personal nature for children that they can do for themselves.
- We will take up references, including one from the candidate's last employer, and will always question any gaps in employment history.
- We will encourage an open door ethos, to enable staff to talk to senior managers if they have concerns about the conduct of any of their colleagues.
- Regular supervisions are held by senior staff and the DSL to provide opportunities for staff to discuss any issues- particularly concerning children's development or well-being. To identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness.

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

- If anyone makes an allegation of abuse against a member of our staff, Debbie Peate and Lynsey Krzyszka will be informed immediately and will contact:
(Local Authority Designated Officer). LADO Team contact number: 03000 410 888
- They will assess whether the allegation reaches the threshold for referral to Police/Children's Social Services and advise accordingly regarding further action to be taken in respect of the child and the member of staff.
Debbie Peate will complete the form for recording allegations or complaints made against staff.
- Debbie Peate will not discuss the allegation with the member of staff concerned, unless advised to do so by Children's Social Services.
- All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

- If Children's Social Services and/or the police decide to carry out an investigation, it may be possible that we will be advised to suspend the member of staff, whilst enquiries are carried out. Greenfields could also invoke their disciplinary procedure.

- We will not carry out an investigation ourselves unless Children's Social Services and the Police decide it is not necessary for them to do so. We understand that Ofsted may wish to undertake further investigations in some circumstances.

- When allegations of historical and/or complex abuse are made and where the case involves an allegation against person(s) who work with children this procedure should also be followed.

- Staff who become aware of an allegation about a person from another agency should report this to their Safeguarding Lead without delay who should in turn inform the LADO straight away.

Always remember;

The welfare of the child is Paramount

Please see guidance for managers completing Checklist for handling and recording allegations or complaints of abuse made against a member of staff regarding a child/children.

Security

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-setting community ethos and welcome comments from children, parents/carers and others about areas that may need improvement as well as what we are doing well.

- Appropriate checks will be undertaken in respect of visitors and volunteers coming into setting. Visitors will be expected to sign in and out via the office visitors log and to display a visitor's badge whilst on site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

- The setting will not accept the behaviour of any individual (parent/carer or other) that threatens security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the site.

Monitoring and Review

- All setting staff and volunteers will have access to a copy of this policy and will have the opportunity to consider and discuss the contents prior to approval of the **proprietor being formally sought. The policy will also be available to parents/carers.**

- This policy has been written in October 2018 to reflect the new guidance and legislation issued in relation to safeguarding children and promoting their welfare.
- The policy forms part of our Setting development plan and will be reviewed annually.
- All staff should have access to this policy and sign to the effect that they have read and understood its contents.
- The DSL will review the policy following any child protection concerns (including following learning identified from serious case reviews) or allegations against staff to ensure that it reflects appropriate, accurate and up-to-date safeguarding practice.

The Prevent Duty & Promoting British Values

From 1st July 2015 all schools, registered early years childcare providers and registered later years childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”.

This duty is known as the Prevent duty. Here at Greenfields we take Safeguarding very seriously, therefore to ensure that we adhere to and achieve the

Prevent duty we will;

- Provide appropriate training for staff as soon as possible. Part of this training will enable staff to identify children who may be at risk of radicalisation.
- We will build the children’s resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

(for early years providers the statutory framework for the EYFS sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world)

- We will assess the risk, by means of a formal risk assessment, of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology
- We will ensure that our staff understand the risks so that they can respond in an appropriate and proportionate way
- We will be aware of the online risk of radicalisation through the use of social media and the internet.

As with managing other safeguarding risks, our staff will be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection (children at risk of radicalisation may display different signs or seek to hide their views).

The Key Person approach means we already know our key children well and so we will notice any changes in behaviour, demeanour or personality quickly. We will not carry out unnecessary intrusion into family life but we will take action when we observe behaviour of concern.

- We will work in partnership with our LSCB for guidance and support
- We will build up an effective engagement with parents/carers and families. (This is important as they are in a key position to spot signs of radicalisation)
- We will assist and advise families who raise concerns with us. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms
- We will ensure that our DSL will undertake Prevent awareness training (as a minimum) so that they can offer advice and support to other members of staff.
- We will ensure that any resources used in the nursery are age appropriate for the children in our care and that our staff have the knowledge and confidence to use the resources effectively.

Complaints

The setting has a Complaints Procedure available to parents/carers, children and members of staff who wish to report concerns.

•All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy.

Contacts List

Greenfields Designated SAFEGUARDING Lead
Debbie Peate and Paula Arnold 01303 255562

Greenfields Registered Person / Owner
Lynsey Krzyszka
lynsey@greenfields-nurseryschool.com

Children's Safeguards Team
Kent Safeguarding Children Board
Sessions House County Road Maidstone ME14 1XQ
03000 41 57 88

South Kent: Kroner House
Eurogate Business Park, Ashford, Kent, TN24 8XU
03000 41 56 48

Safeguarding Principal Officer (Safeguarding) Claire Ray
03000415788
Email: claire.ray@theeducationpeople.org

South Kent Area Safeguarding Advisor (Education) Claire Leger
03000 415648/ 07917602413
Email: claire.leger@theeducationpeople.org

Rebecca Avery Education Safeguarding Adviser – Online Protection
rebecca.avery@theeducationpeople.org or esafetyofficer@theeducationpeople.org
03000 415797 / 07789968705

LADO Team contact number: 03000 410 888 (allegations against a member of staff)
or email kentchildrenslado@kent.gov.uk

Early Help and Preventative Services
earlyhelp@kent.gov.uk 03000 419222

National Child Exploitation Helpline
Dial 101 and ask for CSE Team or Operation Willow
Email: Cse.team.kent.and.medway@kent.pnn.police.uk

Female Genital Mutilation (FGM)
For advice and guidance please contact NSPCC FGM Helpline
08000 283550.

Central Duty number- 03000411111 - Out of hours – 03000419191

Child line 0800 1111 NSPCC 0808 800 5000 FGM 08000283550

Ofsted 0300 123 1231 - about children's services or any other aspect of our work
About concerns 0300 123 4666 Email -enquiries@ofsted.gov.uk

Other policies that should be read in conjunction with this policy
Health & Safety, Prevent Duty, Information sharing, Whistleblowing, Privacy Policy

Whistleblowing Policy

The document defines whistleblowing as:

“someone who works in or for an organisation [who] wishes to raise concerns about malpractice, wrongdoing, illegality or risk in the organisation (for example, crimes, civil offences, miscarriages of justice, dangers to health and safety)”

The Whistleblowing Act (also known as The Public Interest Disclosure Act of 1998) encourages those working in child-centered workplaces to promote accountability and self-regulation. Where there is genuine concern about child safeguarding, the

Act promotes public interest by providing a service that protects the worker who raises honest concern against reprisals from their workplace.

Staff must acknowledge their individual responsibilities to bring matters of concern to the attention of the Manager/ Owner. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concern out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young people who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I am wrong—think what if I am right.

Reasons for whistle blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour.
- To prevent the problem worsening or widening.
- To protect or reduce risks to others.
- To prevent becoming implicated yourself.

What stops people from whistleblowing?

- Starting a chain of events which spirals.
- Disrupting the work or project.
- Fear of getting it wrong.
- Fear of repercussions or damaging careers.
- Fear of not being believed.

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner it is possible for action to be taken. Opportunity is always available during supervision but do not wait for this opportunity if you feel it needs to be dealt with as soon as possible.
- Try to pinpoint what practice is concerning you and why.
- Approach someone you trust and who you believe will respond.
- Make sure you get a satisfactory response—don't let matters rest.
- Put your concerns in writing on a 'Confidential Incident Record' form.
- Discuss your concerns with the Manager / Owner or The Children's Safeguard Team if the concerns are about the Manager / Owner.
- A member of staff is not expected to prove the truth of an allegation, but you will need to demonstrate sufficient grounds for the concern.
- The Manager / Owner or The Children's Safeguard Team will undertake an investigation into your concerns and offer you support.

Ofsted's dedicated Whistleblowing Hotline

(0300 1233155) whistleblowing@ofsted.gov.uk

Children's Safeguard Team

03000 415788

No Smoking Policy

Greenfields operates a no smoking policy and believes children should be in smoke-free environment.

Smoking is prohibited in and around Greenfields House and within the Metropole at all times. There are no exceptions to this policy.

Staff **must not** smoke in or around the grounds of the Metropole.

Staff must not smoke in their nursery uniform.

Food and Drink Policy

Greenfields promotes healthy eating providing snacks which are healthy, balanced and nutritious, encouraging children to try different foods of their choice.

Mealtimes are an enjoyable part of the day and offer scope for a child's development.

Greenfields provides specific drink and snack times for children throughout the day, although fresh drinking water is available to children at all times.

Snack time

Snack is offered to children morning and / or afternoon, parents who wish the nursery to provide this for their child will need to give a suggested voluntary contribution, this will be added to your invoice unless you inform us otherwise. Parents who do wish to contribute are welcome to provide their child with a snack mid-morning and / or afternoon brought in daily from home. Snacks and drinks provided usually include: Pitta bread, bread sticks, raisins, cheese and a variety of fresh fruit, vegetables, milk and water, we ask parents to provide something of similar nature to promote healthy eating to children

Parents/carers of children who are present at lunchtime need to provide a packed lunch for their child. We regret we can not heat up or refrigerate food and request parents supply ice packs (especially in the summer months) to keep food at an appropriate temperature.

A light tea is provided for children who are present at 4.00p.m, if you do not wish your child to have tea or would like to provide your own please let a member of staff know.

Parents are requested to give details of any special dietary requirements, preferences or food allergies the child may have at the time of enrolment.

We are registered with the local council for food hygiene and at present display a **5 rating for hygiene**. At least one member of staff is trained in food hygiene and procedures are in place to ensure good health and hygiene practices.

Food tasting

We feel tasting a variety of foods from around the world is important to develop a child's understanding of the world around them. During your child's time at Greenfields they may take part in food tasting, cooking.

Children's birthdays

Parents often supply their child with a birthday cake for the other children to eat on or near their birthday. Children are usually offered a piece of cake as part of their snack time instead of the usual snack provided.

If you **do not** wish for them to take part in these activities/ events please let the nursery supervisor know as soon as possible. If we do not receive any information regarding the above we will presume you are happy for your child to take part. All sweets received by other children will be kept until they go home.

All children's allergies and medical conditions will be taken into consideration before giving children any food and drink not supplied by the child's parent.



Medicine Policy

Staff may administer only medication for a child prescribed by a doctor, dentist, nurse or pharmacist. Written authorisation must be given by the parent/carer prior for each and every medicine on a medicine form, which authorises staff to administer stated medicine for that child.

Medicines must be stored in their original container, clearly labelled, **in date** and brought to the attention of a member of staff daily and not kept in the child's bag/ lunchbox. Prescribed medicines are kept in a non-portable container and only trained staff has access to them.

A record of stored medication is kept and staff is required to sign the medication in and out each day.

Due to safety reasons we do not have facilities to store medication in the fridge. Parents should arrange with the supervisor a procedure to follow to keep medication at the correct temperature.

Individual care plan

For children with long-term medical needs parents must ensure that they provide us with sufficient information by completing an individual care plan about the medical condition and provide details of any changes to the prescription or support required.

If the administration of prescription medicines should require technical/medical knowledge the individual training must be sought from a qualified health professional. Training is specific to the individual child concerned.

The nursery will make every endeavour to follow the parent/cares instructions, but reserve the right to refuse a request to administer medicine whilst in our care.

Equality of Opportunity and Inclusion Policy

Greenfields aims to provide equality of opportunity ensuring positive attitudes to diversity and difference so that every child is included and not disadvantaged working in line with the Early Years Foundation Stage 2017, Special Educational Needs and Disability Code of Practice :0-25 years (2014) and Equality Act 2010.

Inclusion incorporates children as well as the rights of parents/carers, students and all staff.

We are aware that all children in our care are individuals, each with areas of strength and development needs. All children have an entitlement to high quality Early Years educational provision and some of these children may need supporting, to achieve their potential.

At Greenfields we value and respect all ethnicity, culture or religion, home languages, family background, learning difficulties or disability, sexuality gender and ability. Each child is valued as an individual, without gender stereotyping and has the opportunity to experience a challenging and enjoyable programme of learning and development whatever their ability.

We aim to build the children's resilience to radicalisation by promoting fundamental British values enabling them to challenge extremist views. Any inappropriate attitudes and practices will be challenged and the children will be encouraged to value and respect each other and their property

All play equipment is selected to show positive images of all races, cultures, languages, disabilities, family backgrounds and to avoid racial or sexist stereotyping, and a range of meaningful contexts are provided in which children have opportunities to develop English and British values.

We will make **reasonable adjustments** to meet the needs of children e.g. removing physical barriers and prepare in advance to include children into our setting with SEND and their parents

We recognise the need of early identification of children with Special Educational Needs and Disability (SEND) and adopt clear and open procedures which involve working in partnership with outside agencies (SEN support) and other educational / health professionals to provide the highest level of support, guidance and training for staff, children and their families *please see SEND policy*

We recognise there are vulnerable groups. and with support from The Equality and Inclusion Team we aim to review provision and practice to address the needs of identified vulnerable individuals and groups of children narrowing the gaps in achievement, these groups include:

- those who are 'hard to reach'
- those in receipt of Free School Meals
- Children in Care
- Children in Need
- Children with Special Educational Needs and/or Disabilities (SEND)
- Minority ethnic groups
- Armed Forces families
- Boys
- those with Protected Characteristics

Early Years Pupil Premium (EYPP)

We will discuss with parents if their child would be eligible for the EYPP. EYPP was introduced in April 2015 and provides additional funding for early years settings to improve the education they provide for disadvantaged 3 and 4 year olds.

Any additional funding will be used to enhance the learning and development for those children and their families and may include separate planning and assessment.

For further information please go to www.kent.gov.uk/pupilpremium

We accept the need to monitor our Equal Opportunities and inclusion practice and amend and update it by means of regular meetings and discussion with support from the Equality and Inclusion Team and SEN Support.

Sick Child Policy

It is Greenfields policy not to admit children who are sick to prevent the spread of infection to others. Any child suffering from a rash, sore throat, discharge from the eyes, or sickness and diarrhoea, should be kept at home until his/her doctor has certified in writing that he/she is fully recovered or 48 hrs have elapsed since the last outbreak.

Parents are required to supply updated and relevant contact details of people who may be contacted in case of a child becoming unwell or receiving a minor injury whilst at Greenfields. In an emergency, as agreed on the enrolment form, the supervisor reserves the right to seek any necessary emergency medical advice or treatment.

Any incident of food poisoning affecting two or more children or sudden serious illness to children cared for by Greenfields must be reported to Ofsted and the Health Protection Agency.

Behaviour Policy

We aim to promote the development of a sense of right and wrong behaviour by teaching your child the appropriate way to act and discouraging unacceptable behaviour, respecting individual children's level of understanding and maturity.

In order to accomplish this we will:

Always reject the behaviour, not the child. Never Label children as bad or naughty either to them or to someone else in their hearing.

- Give direction and correction to children in a positive way
- Give praise as often as possible – notice behaviour you like and remark on it.
- Set limits, children need to be secure in knowing you will not let their behaviour or their feelings get out of control.
- Be consistent, the same reaction to the same situation each time gives children a feeling of security.
- When talking to children about their behaviour be close, calm and at their level.
- Make children sensitive to their own feelings and other peoples.
- Give them different options of how to express or deal with feelings, get them to be aware that other people have feelings.

A child displaying disruptive or unacceptable behaviour will be either:

- Withdrawn from the group activity and explain the consequences of their actions, helping children to understand why they must not carry on with their behaviour.
- Time out is used with children who are not coping with a situation, to calm down before returning to the situation.
- Removal of equipment, if the children are putting themselves or others in danger the removal of equipment may be necessary.
- Physical intervention will only be used to manage injury to the child, another child, or an adult, or to prevent serious damage to property.
- Any occasion where physical intervention is used to manage a child's behaviour is recorded and the parent/carer informed of the incident on the same day.

At no time during disciplining your child would staff threaten corporal punishment, nor use or threaten any form of punishment.

In the rare event that a child's behaviour affects other children's well - being or puts any member of the group at risk, it may be necessary, but only after full consultation, to ask the parent/carer, to find a more appropriate care setting.



Photographs Policy

Introduction

From time to time we like to take photographs or record the children in action and make displays inside the nursery building. As photographic evidence is a widely used method of assessment, photographs will be displayed in the child's individual learning journey of themselves and others who attend the setting. Under no circumstances will these photographs be used for promotional purposes or posted on the website.

The use of videos and photographs at Greenfields events

We must always be mindful of the need to safeguard the welfare of children in our care, and issues of child protection, data protection and parental consent will be given careful thought. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the Internet.

This policy will apply to all forms of publications; print, film, video, DVD, on websites and in the professional media.

Where another body provides services or activities separately, using our premises, the registered person will ensure that the body concerned has appropriate policies and procedures in place in regard to safeguarding children.

Consent forms

All parents of children in our care will be asked to sign a consent form to gain permission to publish photographs and video clips inside the setting and in the learning journeys.

If parents/ carers disagree over consent for their child, it will be treated as if consent has not been given.

Use of images

The registered person will decide if the event is one at which photography and videoing will be permitted. When informing parents of the event, they will be informed of the decision.

If general shots are to take place such as at the welcome afternoon, parents' evenings and leavers' presentation, visitors will be warned in the invitation, so that general consent is implied by attendance.

Only images of children suitably dressed will be allowed to reduce the risk of images being used inappropriately.

Children who should not be identified

Every effort will be made by the setting to prevent capturing of the image of any child who should not be identified.

Media photographing and filming

The media operate under their own Code of practice. Photographs taken by the media are usually exempt from the Data Protection Act. If the media are invited into the setting for publicity purposes parents/carers of those children likely to appear will be informed.

Mobile phones (MMS Multi-media messaging service, video phones)

These phones can take and transmit images and the same rules apply as for other photography, the user needs to recognise that any pictures taken are for personal use only.

Greenfields request all staff do not keep mobile phones in their bags and lock them away when entering the setting to protect themselves and the children in our care.

Guidance for parents

Parents/carers will be prompted with a verbal announcement at the start of the event that any images must be taken for personal use only. They will be reminded them that such image must not be sold or be put on the web/internet other wise Data Protection legislation is likely to be contravened.

People with no connection to our setting will not be allowed to photograph staff will question anyone they do not recognise who is using a camera and or video recorder at events and productions.

Parents and carers must follow guidance from staff as to when photography and videoing is permitted and where to stand in order to minimise disruption to the activity.

Outings Policy

Children have the opportunity to use the Leas for walks and for physical activities. Prior permission **IS NOT** sought from parents on each visit, parents are asked to fill in a consent form when they enrol their child.

We aim to arrange a formal outing at least once per year, usually for the children who are leaving to go to primary school. It is hoped that this outing will enhance and reinforce in a practical way what your child is learning in the nursery and to celebrate their time with us at Greenfields House.

We will provide written information with details and arrangements and ask parents/carers to sign a consent form in advance of such outings.

A full risk assessment is carried out which assesses the requirement of staff to child ratio and any potential risks and how we will minimise these risks. At least one member of staff is first aid trained and first aid equipment, contact numbers and a mobile phone will be taken in the event of an emergency.

If a child is lost during an outing staff will notify the Supervisor, who will contact the parent immediately. The police will be informed and all other children returned to the nursery. A member of staff will stay behind to look for the missing child.

All parent / carer helpers **MUST** be aware of our policies and procedures and adhere to them at all times this includes confidentiality, safeguarding and behaviour procedures.

A RISK ASSESSMENT IS CARRIED OUT PRIOR TO EACH OUTING

Special Educational Needs and Disability Policy

The staff of Greenfields has regard to The Special Educational Needs and Disability Code of Practice (SEND) 2014 incorporating, The Early Years Foundation Stage (EYFS) 2017, The Equality Act 2010 and The Children and Families Act 2014

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. (Children and Families Act 2014)

Implementation of the policy

We have arrangements in place to identify and support children with SEN or disabilities and to promote equality of opportunity for children in our care. *We offer a home visit and open session prior to starting the setting, to give children and families the opportunity to talk about any needs or arrangements/ professionals in place for their child.*

We use a graduated approach which is led and co-ordinated by the setting SENCO working with and supporting the child’s key person and informed by EYFS materials, the Early Years Outcomes guidance and other Early Support resources.

We train our staff to be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by children themselves.

The role of the SENCO is:

- Coordinating the settings recording and documentation process regarding special educational needs, including early years personalised education plans
- Liaising and working with parents
- To identify and address any staff development and training for workers
- Liaising with outside agencies with respect to a child's special educational needs (SEN)
- Ensuring a smooth onward transition and planning for moving on to school.
- To attend LIFT meetings (Early Years Inclusion Forum Team) and make referrals when necessary.

- Keep and update a SEND and AEN inclusion records
- Know how and when to access SEN support for the child and family.

Progress check at age two

When a child is aged between two and three, the key person reviews progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check identifies the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability) practitioners develop a targeted plan to support the child, involving other professionals such as, for example, the setting's SENCO or the Area SENCO, as appropriate, *see involving specialists*.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, the key person will consider all the information about the child's learning and development from initial assessments, key person observations and from any other detailed assessment of the child's needs, in particularly consider on a child's progress in communication and language, physical development and personal, social and emotional development.

A referral with parental consent is made to the Local (Early Years) Inclusion Forum Team (LIFT) where a My Early Years Personalised Education Plan may be put in place.

My Early Years Personalised Education Plan

(MEYPEP) is a written working document that enables all members of staff to see what the child's strengths are and which areas of their development have been identified as needing extra support.

With help from parents, the SENCO and staff will collect information about what a child can do and what they find difficult. This information will help the SENCO and staff to understand the nature of the difficulty the child is encountering, it may be necessary to differentiate the curriculum and provide special equipment.

For an MEYPEP to be written, parents need to understand and agree that their child would benefit from the process and ideally be encouraged to contribute.

The MEYPEP should be reviewed after approximately six weeks. New targets may be set according to the child's progress.

Given that an MEYPEP is a working document, progress should be monitored and recorded at least weekly.

Assessing

The key person, working with the setting SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to the child's need. Where there is little

or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Planning

Where it is decided to provide SEN support and having formally notified the parents, the Key person and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.

Working (DO)

The Key Person remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the key person in assessing the child's response to the action taken, and advising on the effective implementation of support.

Reviewing

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the key person and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

Involving specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, Early Help and Preventative Services, Equality and Inclusion Team, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teaching and learning Service, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents.

Requesting an Education, Health and Care needs assessment

Where, despite us having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment in line the SEND code of practice with help from other agencies as required.

Record keeping

We will maintain a record of children under their care as required under the EYFS framework. Such records about children will **be** available to parents and include how the setting supports children with SEN and disabilities.

Transition to school or another setting.

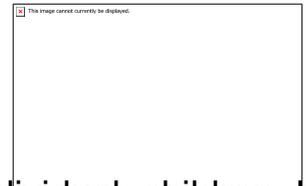
SEN support includes planning and preparing for transition, to support the transition, information will be shared by us, the current setting with the receiving setting or school. We, the current setting, will agree with parents the information to be shared as part of this planning process.

Keeping provision under review

We aim to regularly review and evaluate the quality and breadth of the support w offer or can access for children with SEN or disabilities. We will work in partnership with other local education providers to explore how different types of need can be met most effectively

SENCO: Debbie Peate

Working in Partnership with Parents and Carers Policy



Greenfields believe that we can best meet the needs of individual children by working closely with parents/carers. We aim to develop partnerships between parents/carers and staff which are based on mutual trust and respect and which promote the sharing of information and knowledge for the benefit of the children in our care.

Implementation of the policy

There are a variety of systems in place for the regular two way flow of information with parents and staff and with staff and other providers who may care for that child (for example where the childminder regularly collects from nursery or other setting the child attends).

Information is available to parents about the settings policies and procedures, the daily routine, the staffing and the food and drinks provided via our Greenfields website.

We display our daily plan for parents to see what activities and learning experiences the children have been offered and how we meet the Early Years Foundation Stage. Parents are informed of events or any other information through newsletters, the parent notice board and parent consultations. The children's work is displayed for parents to see on wall displays, and photographs of children during play are available to view inside the nursery.

We allow parents access to their own children's records on request, we do not allow parents access to the records of other children.

We have a separate written complaints procedure and provide parents with details of how to contact OFSTED, should the need arise.

The role of the parent/carer

- We invite new parents/carers to an open day / welcome session (large intakes) prior to their child's start date, where they can meet other children and their parents and to familiarise with the staff and surroundings. This also provides the opportunity to fill in forms or ask questions in a relaxed atmosphere.
- We ask parents/carers for information about their children, their individual needs and requirements in order to ensure the best possible care for them by completing an enrolment form and other consent forms. At enrolment provide details of named individuals authorised to collect your child, or give prior written permission for any other adults to collect your child who is not already authorised.
- Inform us of any existing injuries to their child, by filling out an existing injuries form on their arrival to the setting.

- Inform us if they do not wish their child to take part in British occasions and festivals the nursery celebrates e.g.: Halloween and Christmas.
- To agree to the policies and procedures of the setting including the payment of fees policy.
- We ask parents to check their child's bag and pockets before bringing them into the setting for any items or belongings which may be seen as unsafe and disrespectful to others. ; toy guns, medication, bank cards, money.
- To sign your child in on arrival and sign out of the register on your departure.
- We invite parents/carers to a parent's afternoon/evening at least twice a year to exchange information on their child's learning and development.
- We request parents fill in information and provide feedback with your child's key person as their contribution to their child's learning. We encourage parents/carers to first discuss any concerns or issues about their children with the key person. The key person must discuss any issues that cannot be resolved with the person in charge.
- We value all parents' contributions and invite all parents to come into the nursery to talk about their culture, occupation or any interests they would like to share with the children and staff. We request that the parent/carers inform the nursery of any changes to their child's personal records.

Complaints Policy and Procedure

At Greenfields, we do our utmost to ensure that children attending are well cared for and happy. In the event of any parent/carer being unhappy about any aspect of the care your child is receiving, or if you have any reason for concern, you should in the first instance raise the matter verbally with your child's key person.

After speaking with your key person, if you are still not satisfied you should raise your concern directly with the nursery manager.

In the unlikely event that your concern remains unresolved and you wish to pursue the matter further, you should put your concerns in writing or email to the nursery owner who will be happy to discuss your grievance.

All written complaints relating to the welfare requirements will be investigated, stating any action taken, the outcome of any investigation and a summary will be provided on request to any parent of a child for whom we provide day care for and Ofsted.

The parent who made the complaint will be provided with an account of the findings and of any action taken as a result within 28 days of having received the complaint.

Records will be retained for a period of at least 3 years from the date on which the record was made. **Nursery Owner:** Lynsey Krzyszka

If you are concerned with any aspect of the care we offer your child in our nursery, you can contact **OFSTED**.

Please see parent notice board for details.

Procedure to be followed in the event of a parent / carer failing to collect a child at the allocated time

Parents are asked to provide at least two contact numbers for every parent/ carer, which will be called in sequence if the child has not been collected within fifteen minutes of the end of a session, unless a call has been received from a parent/ carer, explaining why they have been delayed.

The child will be comforted if distressed and reassured that his/her parent / carer is en route to collect him/her. A member of staff must remain with the child at all times, providing activities to help the child stay relaxed.

If in half an hour, contact with the parent / carer has not been established then Lynsey Richards must be contacted (or the appropriate supervisor) and she will contact social services and the police, if appropriate, to explore reasons why they may have failed to make contact and take advice from them for further action.

The procedure to be followed in the event of a fire

The following procedure must be strictly followed in the event that a fire is detected at Greenfields House:

The person discovering the fire must immediately sound the alarm – **which is situated by the main front door and back door.**

The person in charge that day must collect and take to the fire point (**this is situated on the grass by the garages**) the register for children, staff and visitors, plus the enrolment forms and mobile telephone.

The other members of staff must evacuate the children from the building as quickly and calmly as possible, guiding them out of the appropriate door (the furthest away from the hazard) and take them to the fire assembly point: this should be lead by the deputy supervisor and appointed second person for that day.

Once at the fire assembly point a head count must immediately be taken, followed by an individual name check for all children, staff and visitors.

The fire brigade should be notified at the earliest opportunity. Only when it is clear that all present are safe should any attempt be made to put out the fire with the extinguishers provided and only then if it is perceived safe to take such action.

Only persons that have been fire safety trained may attempt to use the appropriate fire fighting equipment. A detailed record must be logged of the event and parents informed and if necessary Ofsted.

The same procedure to be followed in the event of a fire on the premises of The Metropole.

The procedure to be followed in the event of child going missing

Provided that the following procedure is strictly implemented, it will be possible to account for every child at all times.

Every time any children leave and enter the building, a head count must be taken.

The external doors must not be left on the latch when children are inside the building. When a visitor is admitted, the temporarily opened front door must be monitored by a member of staff.

At the beginning of each day a risk assessment is carried out where the premises is checked for damage to doors and exits.

If, despite all these precautions, a child goes missing then the immediate surrounding area, including the Metropole grounds and the Leas must be searched as a matter of urgency. The caretaker of the site should be contacted so that they and any other adults can assist in locating the missing child and as many members of staff as can be spared. Naturally in such an emergency this will require a high child to staff ratio in respect of the remaining children, than would normally be the case. If she is not at Greenfields House at the time, Lynsey Krzyszka should also be contacted without delay. The parents must also be notified and the police contacted if a child has not been found within fifteen minutes of last being seen.

The procedure to follow if the event of a minor accident

In the event of a minor accident the following procedure should be followed:

The child should be comforted and the injury treated appropriately using contents only from the designated first aid box.

The accident should be recorded in the accident book with all the appropriate information filled in.

The parent/ carer should be notified of any accidents or injuries sustained by the child and of any first aid treatment given by signing the accident book when collecting their child.

In the event of a major accident

The child should be kept as comfortable as possible and the appropriate emergency services and parent/carers called IMMEDIATELY.

Two members of staff must be present with the injured child at all times and a member of staff will accompany the child in the ambulance to hospital and stay with

the child until the parent arrives. The child's enrolment form should be taken with personal details and consent in the seeking of any necessary emergency medical advice or treatment for my child.

The other children should be kept together away from the injured child with the remaining staff.

The accident book should be completed with details of the accident and first aid treatment that was given. All accidents are investigated fully and risk assessments in place to minimise risks.

At least 1 member of staff on duty has current up to date pediatric first aid training and a first aid box is available for children and staff.

Any serious accident or injury to a child or any person on the premises must be reported to Ofsted immediately.

Please refer to information relating to what is classed as a minor and major accident and when to refer to Ofsted for guidance.

Please be aware we cannot take responsibility for children when their parent / carer has come to collect them, the responsibility then lies with the parent / carer, although we ask parents to abide by the settings policies and procedures until you leave the premises.

Additional policies and procedures

Lockdown Procedure.

In the event of the nursery having to be placed into lockdown as advised by the Police, the following procedure should be carried out.

If possible, and if safe to do so, the children should be escorted to THE MAIN ENTRANCE of the Metropole to take refuge in. The senior staff member in attendance should take the Nursery mobile phone and register and registration folder with them.

If the threat is sufficient that it would be unsafe to go to the main entrance, the Fire Alarm whistle should be blown and the children should all be taken to the back room of the building, all the doors and windows locked shut, and the children encouraged to lay or sit under the tables keeping as low as possible. The senior staff member should take the nursery mobile phone and register registration with them to the back room, and should also ensure that the staff members stay as low as possible.

They should remain there until advised by the Police that they may resume normal activities, or they need to move under Police supervision.

Use of Dummies Policy

Babies and young children spend a great deal of time experimenting with their voices: creating sounds, babbling, squealing, cooing, making words and exploring their own mouths long before they begin to use 'words.' This is how babies practice and develop the skills required for speech and language. They are also learning about communication: beginning to realise that using their voices can attract attention and bring them closer to the people around them through various interactions.

Studies have shown that children who suck dummies throughout the day make fewer sounds, gain less experience using their voices, and hear less language from adults around them.

If toddlers continue to suck a dummy whilst developing the skill of talking, there is also a risk that the child will learn distorted patterns of speech, as a result of the teat preventing normal movements at the front of their mouth. These patterns may be difficult to change as the child gets older.

Greenfields Nursery believes that proactive steps can be taken to ensure children develop the best speech and language possible. We therefore intend that our practitioners and parents will work together in order to give the best start to the babies and children in their care. Thus, we follow the subsequent policy:

We recognise and research shows that a dummy can be a source of comfort when a child is upset, and the act of sucking can relieve pain. A dummy may help to prevent cot death or sudden infant death syndrome (SIDS) A dummy may help if your baby is premature; If given a dummy to suck on before feeds, the baby may adapt more quickly from tube to bottle feeding. Premature babies who are given a dummy also have shorter hospital stays.

Consequently, the key person will encourage children in their care to only use their dummy at these times. Taking into account the children's emotional needs, the key person can sensitively support the process of phasing out a dummy at any time at the request of the parents.

Useful documents/ websites

www.talktoyourbaby.org.uk

www.kenttrustweb.org.uk/ask

<http://www.netmums.com/east-kent/local/view/childrens-centres/centres/caterpillars-children-s-centre/folkestone>

Key Person Policy

Why the key person is important

Children thrive from a base of loving and secure relationships. This is normally provided by a child's parents but it can also be provided by a key person. Children need to be safe in the relationship they have with parents or carers. They are vulnerable but will develop resilience when their physical and psychological well-being is protected by an adult. Being emotionally attached to such an adult helps the child feel secure that the person they depend on is there for them. When children feel safe they are more inclined to try things out and be more independent. They are confident to express their ideas and feelings and feel good about themselves, resulting in become more capable learners.

The key person approach helps your child become independent with people they feel safe and secure with, without your child becoming dependent on one member of staff

Implementation of policy

Your child will be allocated a key person (a named member of staff) who is responsible for a small group of children, helping them to feel safe and cared for.

A The key person ensures that their children's individual needs are met in regards to their care and learning, this is especially important such as when they are new to a setting and transition to school or another setting, in supporting the child's well-being. The key person supports physical needs too, helping with issues like nappy changing, toileting and dressing.

The key persons are usually the parent's first point of contact, they will build relationships with the child and parents or carers, they will also help families engage with outside specialist support if appropriate. *(please see settling in policy)*

Records of development and care are created and shared by the key person, parents and the child and regular communication through contact books, meetings and other social events.

A buddy system is in place, another member of staff liaises with your child's key person and will meet their care and learning in absence of the key person.

Visitors Policy

Aim

To ensure the safety of pupils, staff and other adults and young people on the premises.

The standard procedure is for all visitors to:

Enter by the main entrance and to enter their details (name, time of arrival and purpose of visit) in the visitors' book kept in the office. The person who let the visitor in then becomes the admitting adult; they will take responsibility for the visitor when she is on duty. If the admitting adult leaves the setting she must make another staff member aware of the visitor, then they will act as admitting adult. . At no time will children or students be given responsibility for admitting visitors, although they may assist a member of staff in doing so.

Any member of staff admitting a visitor through any other door is personally responsible for ensuring that the visitor's details are recorded in the visitors' book. Particular attention must be paid to this rule if the visitor is not personally known to the member of staff.

Staff may enter details for a visitor if they know the visitor. Unless the admitting adult recognises the visitor and knows his/her business at the setting, (s)he will establish:

The identity of the visitor (if appropriate by asking for an identification document);

The purpose of the visit before admitting the visitor to the setting and will ensure that the visitor enters adequate visitor details in the visitors' book.

To ask them to declare if they have any mobile phones or devices with cameras or video players. These must be identified to staff and even kept locked away. If the visitor will need to use their phone or video, consent from the person in charge is required, in guidance with Greenfields policies and procedures it will be the decision of the person in charge to agree.

Inform the visitor how they can access our safeguarding policies and whom the designated person is if they have a concern.

If in any doubt about the visitor, (s)he must ask the visitor to wait outside and inform the person in charge immediately.

It is the duty of any member of staff to report to the person in charge the presence in the setting or grounds of any person of whom they are suspicious, giving the best description which they can of any such person.

The manger/ owner will keep a written record of such reports and details and will decide on appropriate action (report to all other schools, the police and alert all staff).

Staff will check the visitors' book at the end of the day to establish that all visitors entered in the book have a time of departure against their name, or (if not) that they have left the setting. Staff will note in the book details of any visitor where no time of departure has been recorded or for whom no details have previously been entered.

The manager / owner are responsible for ensuring that the procedures in this policy are followed by all staff. The manager / owner will monitor the carrying out of this policy at least once a year.

Children being collected by persons under the age of 16 years or by another person other than an authorised person policy

If the parent/carer wish a person other than the nominated person to collect the child the nursery/ after school club should be informed as soon as possible. If the collecting person is to be under 16years of age the nursery require written authority.

Staff will not allow a child to be collected by anyone under the age of 14 years

We do not allow a child to be collected by a person under 16 without written authority being received from parent/carer

If it is short notice and written consent cannot be given, the parent/carer MUST telephone the nursery to authorise this collection, the supervisor must record the conversation with a time on the child's records.

In the case of an unauthorised person arriving to collect a child, the supervisor on duty must first check with the parent/carer, using the contact number to get confirmation of such an arrangement before releasing the child.

Should confirmation not be obtained, the member of staff should refuse to hand over the child and supervise him/her closely until an authorised person arrives.

A description of the unauthorised person should be noted if possible and passed onto the parent/carer. This should be done without alarming the child.

Taxi collection

Very occasionally an individual child may be collected by taxi. A note needs to be made in the register to that effect so all staff are aware.

Consent from the parent MUST be sought prior to allowing a child to go in a taxi. The parent should give the taxi firm's name and number and if possible the name of the taxi driver; *there are taxi drivers who are vetted to escort children to and from school, parents should be advised of this practice.* A child collected by taxi should be escorted by an adult to the taxi.

Children going home with another child

Some families arrange for children to go home with a friend for tea. The notification for this must always come from an adult (*message at the beginning of day or prior arrangement form parent*)

It must never be accepted from the children themselves (*as they have been known to make 'unofficial' arrangements amongst themselves without parents' consent!*).

Approval of Policies and Procedures

Policies and procedures approved by

Signature: L. Krzyszka

Print name: L.Krzyszka

Position: Nursery Owner & Registered Person

Date: Updated August 2017

Review date: August 2018

