Three Gables

Day Nursery & Pre-School

Policies and Procedures

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INTRODUCTION

Our policies and procedures help us provide outstanding quality provision and outlines what must be followed by our Early Years Educators and parents to ensure this happens.

The following written policies are still legal requirements in the EYFS 2023 for group provision:

- Child protection
- Responding to specific health needs of children who are ill or infectious
- Administrating medicines
- Complaints

1: Child protection

This includes the overall summary for safeguarding and child protection, intimate and safe care, whistleblowing, allegations against early years educator, Prevent Duty, online safety, human trafficking and modern slavery, domestic abuse, use of mobile phones and other electronic devices and social networking policy. The policy must include the referral process with named individuals who are responsible for reporting concerns and the contact details of Children First Response BCP / the local children's social care team and Local Authority Designated Lead (LADO) to report concerns.

2: Equality

This includes the overall summary of inclusive practice, special educational needs, looked after children and dealing with discriminatory behaviour.

3: Health and Safety

This includes the overall summary of health and safety. Further recommended information can be found in the health and safety section.

4: Responding to specific health needs of children who are ill or infectious

This includes the sickness and illness policy and infection control policy. Further recommended policies and procedures can be found in the best practice section.

5: Administrating medicines

This includes the medication policy.

6: Managing behaviour

This includes the promoting positive behaviour policy and biting policy.

7: Overall approach to risk assessment

This includes the new risk assessment policy.

8: Complaints

This includes the complaints and compliments procedure.

GLOSSARY

The following terms are used throughout this publication and refer to:

'Early Years Foundation Stage' (EYFS) – the statutory framework for care and early learning in England. A revised framework was published in December 2023 and it is mandatory for all early years providers including maintained schools; non-maintained schools; independent schools; all providers on the Early Years Register; and all providers registered with an early years childminder agency from 4th January 2024. Providers are responsible for ensuring they follow the current version of the framework for their provider type.

'Ofsted' – is the Office for Standards in Education, Children's Services and Skills and regulates and inspects early years providers in England against the EYFS.

'Parents' – refers to mothers, fathers, legal guardians and the primary carers of looked-after children. There may also be other significant adults in children's lives and other relatives who care for them. You may want to adapt the example documents to use the terminology you feel most comfortable with.

'Early Years Educator' – Any adult who works with children in our nursery.

'Key Person' – The named early years educator assigned to a child. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

ABSENCE MANAGEMENT PROCEDURE

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

Principles

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

Exclusion periods for contagious illnesses

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

Sickness absence reporting procedure

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

1. On your first day of absence, you must:
    - Telephone or message yourself and speak to the manager on duty.
    - Give brief details of your illness and your expected length of absence.

Emails are not an acceptable form of communication for this purpose. Contact someone within one hour of your normal start time. If you are due to start at 8:00am then please contact the manager at least an hour before your shift is due to start.

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

2. On returning to work you must complete a copy of the ‘Employee’s statement of sickness self-certification form’. This should be signed by nursery management.

3. For absences of more than seven consecutive days, including the weekend and non-working days, you must provide a 'fit note' completed by a qualified medical practitioner for the period of absence.

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

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

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

The return to work interview should be recorded and signed by both the manager and employee and a copy attached to the employee's file.

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

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

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

Frequent and/or persistent short-term sickness absence

Short-term absence may be short periods of one or two days occurring frequently. Absence of this nature can be identified by one of the following indicators and should be classed as a trigger:

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

Long-term sickness absence

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

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

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

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

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

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

- Review the employee's absence record to assess whether or not it is sufficient to justify dismissal
- Consult the employee
- Obtain up-to-date medical advice through occupational health
- Seek legal advice, where applicable
- Advise the employee in writing as soon as it is established that termination of employment has become a possibility
- Meet with the employee to discuss the options and consider the employee's views on continuing employment
- Review if there are any other jobs, alternative duties or other reasonable adjustments that the employee could do prior to taking any decision on whether or not to dismiss
- Allow a right of appeal against any decision to dismiss the employee on grounds of long-term ill health
- Arrange a further meeting with the employee to determine any appeal
- Following this meeting, inform the employee of its final decision

- Act reasonably towards the employee at all times.

Any decision to terminate employment will be taken by the manager and Area Manager, making sure the capability procedure has been exhausted.

Occupational health

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

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

Access to medical records

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

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

Where the nursery requests further medical information about the health of early years educator from an individual's General Practitioner or Specialist, or its own occupational health provider, the provisions of the Act will be followed.

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

Sick Pay

During the first six months of employment, there is no entitlement to company sick pay. Statutory Sick Pay (SSP) will be paid in accordance with Department for Work and Pensions requirements and no payment will be made for the first three working days in a period of incapacity for work.

Company sick pay entitlement

The nursery will pay company sick pay dependent on length of service, as shown below:

- Zero to six months - SSP only
- Six months or more to be discussed with the nursery proprietor

Sick Pay is calculated on a rolling 12-month basis i.e. the amount of sickness during the last 12 month period.

Once Company sick pay has been exhausted, any further sick leave will be unpaid or subject to SSP in accordance with regulations and rates applicable at the time.

Annual leave and sick pay

Where an employee falls sick or is injured whilst on annual leave, the nursery will allow the employee to take sick leave and take the annual leave at a later time. This policy is subject to the following strict conditions:

- The total period of incapacity must be fully certificated by a qualified medical practitioner
- The employee must contact the manager as soon as they know that there will be a period of incapacity during the pre-planned annual leave in accordance with the Sickness Absence Reporting Procedure
- The employee must submit a written request no later than five days after returning to work setting out how much of the annual leave period was affected by sickness and the amount of leave that the employee wishes to take at another time
- Where the employee is overseas when they falls sick or is injured, evidence must be produced that the employee was sick by way of either a medical certificate or proof of a claim on an insurance policy for medical treatment received at the overseas location.

Where the employee fulfils all of the above conditions, we will allow the employee the same amount of annual leave as the amount lost due to sickness or injury.

Sickness or injury shortly before a period of planned holiday

If an employee is ill or is injured before the start of a period of planned annual leave, we will agree to the employee postponing the annual leave dates to another mutually agreed time. Any period of sickness absence will then be treated in accordance with the employer's normal policy on sickness absence.

The employee must submit a written request to postpone the planned annual leave and this must be accompanied by a letter from his/her doctor confirming that he/she is unfit to take the annual leave.

Replacement annual leave dates

Where it is agreed that an employee can take replacement annual leave at a later time, the employee should nominate replacement annual leave dates as soon as possible, with the dates being subject to the agreement of the employee's line manager in the usual way.

Employees should endeavour to take any replacement annual leave within the same holiday year as the days lost as a result of sickness or injury. In the event that part or all of the annual leave is lost due to incapacity towards the end of the nursery's holiday year and there is insufficient time left during that year for the replacement annual leave to be taken, the employee will be permitted to carry over the replacement annual leave to the next holiday year. However, this leave must be taken as early in the new holiday year as possible.

Serious illness or injury of an employee's immediate family

This will be reviewed at on an individual basis by the nursery manager. They will agree with you a reasonable period of paid leave time initially, with additional unpaid leave if a significant amount of time off is required. You may also need to also consider taking any annual leave or time off in lieu (TOIL) and working flexibly i.e. making adjustments to the length of the working day, changes in hours/days worked etc.

Carer's leave

Employees have a 'day-one' right to take up to one week of unpaid carer's leave per 12 months to provide or arrange for care for a dependant with a long-term care need.

A dependant is a spouse, civil partner, child, parent, a person who lives in the same household as the employee or a person who reasonably relies on the employee for care.

Long-term care is any illness or injury (either physical or mental) that requires or is likely to require care for more than three months, a disability under the Equality Act 2010, or issues related to old age.

This leave can be taken in single or half-days with a notice requirements of three days or double the length of leave requested, whichever is the longer.

The leave cannot be refused but it can be postponed where it is reasonably believed that the operation of the nursery would be unduly disrupted if leave were taken at that time. However, the leave would have to be given within one month (on a date agreed after consulting with the employee) and a counter-notice served setting out the reason for the postponement and the new date the leave can be taken.

Employees cannot be asked to provide proof of why the leave is required.

Death of a member of an employee's immediate family

This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependant or other relative for whom the employee has special responsibility or has had special ties. See bereavement leave policy.

Generally, the amount of time off required will be at the manager's discretion but it is advisable to either;

- Set a defined amount of paid/unpaid time, or
- Remove this in its entirety and deal with request as holiday and/or under the emergency time off provisions of the Employment Rights Act 1996 (s.57a)

Death of a Child

If an employee experiences the death of a child under the age of 18, or suffers a stillbirth from 24 weeks of pregnancy, or has an abortion after 24 weeks (in very limited circumstances an abortion can take place after 24 weeks if the mother's life is at risk or the child would be born with a severe disability), the employee will be entitled to two weeks' paid leave, subject to meeting the eligibility criteria having been employed for at least 26 weeks (Parental Bereavement Leave and Pay Act 2018).

If the period of Parental Bereavement Leave is to be taken around the same time as another period of family leave, the employer will seek legal advice regarding the employee's individual circumstances at the time of the bereavement.

ACCEPTABLE INTERNET USE POLICY

Legislation
- Data Protection Act 2018

Related Policies
- Whistleblowing
- Social Networking
- Safeguarding Children and Child Protection
- Online Safety

This Policy describes the rights and responsibilities of early years educators using resources, such as computers, tablets, the internet, landline and mobile telephones, and other electronic equipment. It explains the procedures you are expected to follow and makes clear what is considered acceptable behaviour when using them. These devices are a vital part of our business and should be used in accordance with our policies in order to protect children, Early Years Educators and families.

This policy should be read in conjunction with the Cyber security policy.

Security and passwords

All electronic devices will be password protected and passwords will be updated on a regular basis. Passwords must not be reused. Passwords for our systems are confidential and must be kept as such. You must not share any passwords with any other person; in particular you must not allow any other early years educators know or use your password.
Passwords will not be stored using password managers with end-to-end encryption.
Accounts will be removed immediately when an Early Years Educator has left employment.

Email

We expect all early years educators to use their common sense and good business practice when using email. As email is not a totally secure system of communication and can be intercepted by third parties, external email should not normally be used in relation to confidential transactions.
Emails must not be used to send abusive, offensive, sexist, racist, disability-biased, sexual orientation based or defamatory material, including jokes, pictures or comments which are potentially offensive. Such use may constitute harassment and/or discrimination and may lead to disciplinary action up to and including summary dismissal. If you receive unwanted messages of this nature, you should bring this to the attention of your Manager.
Management will receive training in recognising when emails may contain spam, phishing or other harmful content. They must report suspicious messages or links to management and IT support.
Accounts will be removed immediately when an Early Years Educator has left employment.

Internet access

You must not use the internet facilities to visit, bookmark, download material from or upload material to inappropriate, obscene, pornographic or otherwise offensive websites. Such use constitutes misconduct and will lead to disciplinary action up to and including summary dismissal in serious cases.

Each employee has a responsibility to report any misuse of the internet or email. By not reporting such knowledge, the employee will be considered to be collaborating in the misuse. Each employee can be assured of confidentiality when reporting misuse.

Personal use of the internet, email and telephones

Any use of our electronic communication systems (including email, internet and telephones) for purposes other than the duties of your employment is not permitted.

Emergency personal calls need to be authorised by the manager and where possible, be made on your own personal mobile phone outside the nursery.

Disciplinary action will be taken where:

- the privilege of using our equipment is abused; or
- unauthorised time is spent on personal communications during working hours.

Data protection

When using any of our systems employees must adhere to the requirements of the General Data Protection Regulation 2018 (GDPR). For more information see our Data Protection and Confidentiality Policy.

Downloading or installing software

Employees must not install any software that has not been cleared for use by the manager and IT support onto our computers or systems. Such action may lead to disciplinary action up to and including summary dismissal in serious cases.

Using removable devices

Before using any removable storage media which has been used on hardware not owned by us (e.g. USB pen drive, CDROM etc.) the contents of the storage device must be virus checked.
No unknown USBs or external devices will be used.

ACCESS AND STORAGE OF INFORMATION POLICY

At Three Gables we have an open access policy in relation to accessing information about the nursery and parents' own children. This policy is subject to the laws relating to data protection and document retention and should be used in conjunction with the Data protection and confidentiality policy and the GDPR privacy notice.

Parents are welcome to view the policies and procedures of the nursery, which govern the way in which the nursery operates. These may be viewed at any time when the nursery is open, simply by asking the nursery manager or by accessing the file in the nursery office or on the nursery website. The nursery manager or any other relevant early years educator will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about early years educator and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed in the nursery office. All parent, child and early years educator information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that early years educator understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

We are required under legislation to keep certain records about children, parents and also early years educators. Due to this legislation, we are required to keep this information for a set amount of time. Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the Data protection and confidentiality policy and the GDPR privacy notice.

Children's records: A reasonable period of time after children have left the provision. We follow the Local Authority procedure which states they should be kept for 24 years.

Records relating to individual children e.g. care plans, speech and language referral forms: We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records.
Copies will be kept for a reasonable period. We follow the Local Authority procedure which states they should be kept for 3 years.
Accidents and pre-existing injuries: If relevant to child protection we will keep these until the child reaches 21 years old.

Safeguarding records and cause for concern forms: We will pass these on to the child's new educational establishment, e.g. school. In the event that we are not

informed of the child's new placement, we will keep the records until the child has reached 25 years old.

Records of any reportable death, injury, disease or dangerous occurrence (for children): As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 22 years.

Records of any reportable death, injury, disease or dangerous occurrence (for early years educators): 3 years.

Type of accidents including fractures, broken limbs, serious head injuries or where the child is hospitalised: Until the child reaches the age of 22 years.

Observation, planning and assessment records of children: We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.

Information and assessments about individual children are either given to parents when the child leaves or to the next setting or school that the child moves to (with parents' permission).

Personnel files and training records (including disciplinary records and working time records): 7 years.

Visitor signing in book: Up to 24 years as part of the child protection trail.

Complaints record book: 7 years

Nursery records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our GDPR privacy notice which can be found on the nursery website or file within the nursery office.

If parents have a specific deletion or retention request regarding any data that we hold, please raise a query in writing and we will respond formally to your request.

This policy will be reviewed annually and amended according to any change in law and/or legislation.

ACCIDENTS AND FIRST AID POLICY

At Three Gables the safety of all child is paramount and we have measures in place to help to protect children. However sometimes accidents do unavoidably happen.

We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen[1]; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents or incidents

When an accident or incident occurs, we ensure:

- The child is comforted and reassured first
- The extent of the injury is assessed and if necessary, a call is made for medical support or ambulance
- First aid procedures are carried out where necessary, by a trained paediatric first aider
- The person responsible for reporting accidents, incidents or near misses is the early years educator who saw the incident or was first to find the child where there are no witnesses.
- The accident is recorded on an Accident/Incident Form and reported to the room leader and nursery manager. Other early years educators who have witnessed the accident countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered.
- Parents are shown the accident or incident report and informed of any first aid treatment given. They are asked to sign it on the same day, or as soon as reasonably practicable after
- The DSL reviews the accident forms at least monthly for patterns, e.g. one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns are investigated by the nursery manager and all necessary steps to reduce risks are put in place
- The nursery manager reports any serious accidents or incidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
- The forms are kept for at least 22 years
- Where medical attention is required, a senior early years educator will notify the parent(s) as soon as possible whilst caring for the child appropriately
- Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident
- The nursery manager or registered provider will report any accidents of a serious nature to Ofsted and BCP Children's Services First Response (as the local child protection agency), where necessary. Where relevant such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed.

Head injuries

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

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

Transporting children to hospital procedure

The nursery manager or deputy manager must:

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

First aid

Westbourne first aid boxes are located in:

- The nursery office
- The Hub
- Baby room
- Garden

Ashley Cross first aid boxes are located in:

- The nursery office
- The kitchen within 2-5's room
- The garden

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

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

The early years educators first aid box is kept in the nursery office. This is kept out of reach of the children.
First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

The appointed person(s) responsible for first aid are:

Westbourne are Cheslea Simpson and Laura Spicer
Ashley Cross Josie Lane and Stephanie Saunders

All of our early years educators are trained in paediatric first aid and this training is updated every three years.

We ensure there is at least one person who holds a current full (12 hour) paediatric first aid (PFA) certificate on the premises and available at all times when children are present.

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

Food safety and play

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

- Playdough
- Cornflour
- Dried pasta, rice and pulses.

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

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

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

See the Food play policy for further details.

Personal protective equipment (PPE)

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

Dealing with blood

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

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

Needle punctures and sharps injury

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

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

If a needle is found e.g. in the nursery grounds, the local authority must be contacted to deal with its disposal.

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

ADMISSIONS POLICY

At Three Gables we care for children between the ages of 6 months and 5 years.

The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions, we are mindful of early years educators: child ratios and the facilities available at the nursery.

The nursery will use the following admission criteria which is applied in the following order of priority:

1. Looked after children
2. A child known by the local authority to have special educational needs and/or a disability (SEND) and whose needs can be best met at the preferred nursery
3. A vulnerable child with either a Child Protection or a Child in Need Plan or in receipt of other local authority support
4. Children who have siblings who are already with us
5. Children whose parents live within the area.

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability. We operate a waiting list and places are offered on an availability basis.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete and sign a contract and registration form. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

Providers eligible to provide government funded places for early education

All settings registered to accept government funding (detailed in the Nursery Operational Plan) must offer funded places for two and three to five-year olds for early learning sessions specified by the local authority. At Three Gables we currently provide 2 government funded places available for children subject to availability. These places will be allocated on a first come, first served basis and can be booked a term in advance. Please note for admissions for the government funded nursery education we have a termly intake, beginning the term following your child's birthday.

All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place, we will discuss your needs and, as far as possible with availability and staffing arrangements, we will

accommodate your wishes. We reserve the right to limit and/or have specific funded sessions, according to our business requirements.

ALCOHOL AND SUBSTANCE MISUSE POLICY

At Three Gables we are committed to taking all necessary steps to keep children safe and well. This includes making sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for them.

This policy is in line with the Health and Safety at Work Act 1974 and The Misuse of Drugs Act 1971. This should be read in conjunction with the safeguarding children and child protection policy, disciplinary policy and Suitability of staff policy.

Alcohol

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the nursery clearly under the influence of alcohol will be asked to leave. If they are an early years educator, the nursery will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. Early years educators can still be under the influence of alcohol the following day and early years educators should be aware of this, ensuring this is not the case when starting work.

If they are a parent the nursery manager and/or designated safeguarding officer will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children and child protection procedure. If anyone arrives at the nursery in a car under the influence of alcohol the police will be contacted.

Early years educators, students, parents, carers, visitors, contractors etc. must not to bring alcohol on to the nursery premises.

Substance misuse

Anyone who arrives at the nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately.

If they are an early years educator, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow.

If they are a parent the nursery manager and/or designated safeguarding lead will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children and child protection procedures.

The nursery manager will contact the police if anyone (including early years educators, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If they are an early years educators serious disciplinary procedures will be followed.
If an early years educator is taking medication that may affect their ability to care for children, they must seek medical advice and inform the nursery manager as soon as possible to arrange for a risk assessment to take place. This will ensure that early years educator only work directly with children if medical advice confirms that the medication is unlikely to impair that early years educator's ability to look after the children properly.

Any medication on the premises is stored securely, and out of reach of children, at all times.

If the nursery suspects an early years educator may have a drug or alcohol problem, but there is no evidence

If the nursery suspects there may be an issue with drugs or alcohol (such as from observations, poor performance, changes in behaviour, sickness and feedback) but there is no evidence that it is happening during working hours or that they are arriving at work under the influence of drugs or alcohol a meeting will be held with the early years educator and manager to investigate the health concerns.

Support and referral to appropriate services may be offered to the early years educator, if this is considered appropriate.

Confidentiality will be maintained at all times.

The early years educator will be reminded that Disciplinary procedures will apply if they attend work under the influence of drugs or alcohol.

Safeguarding and child protection

If a parent or carer is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk we will follow our safeguarding children and child protection procedures, contacting Local Authority children's social care team and the police.

Early years educators will do their utmost to prevent a child from travelling in a vehicle driven by a parent suspected of being over the alcohol limit or under the influence of illegal drugs. If necessary, the police will be called.

Where an illegal act is suspected to have taken place, the police will be called.

ALLERGIES AND ALLERGIC REACTIONS POLICY

At Three Gables we are aware that children may have or develop an allergy resulting in an allergic reaction.

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

Our procedures

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

Food Information Regulations (FIR) 2014

We incorporate additional procedures in line with the Food Information Regulations 2014 (FIR) including displaying our weekly menus on the Parent Information Board/website/online system identifying any of the 14 allergens that are used as ingredients in any of our dishes.

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

The nursery management will:

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

ANIMAL HEALTH AND SAFETY POLICY

At Three Gables we recognise the value animals and pets can bring to the emotional needs of children and adults. Caring for animals and pets also gives children the opportunity to learn how to be gentle and responsible for others, supporting their learning and development.

We recognise that preparation is key and have researched our choice(s) of animals, including gender, breed, numbers living together and suitability for our environment, taking relevant advice from Blue Cross.

Pets from home

- If a child brings a pet from home to visit the nursery as a planned activity, parents of all children who will be in contact or in the same area as the pet are informed. We obtain written permission from parents to ensure no child has an allergy or phobia. We complete a full, documented risk assessment prior to the pet visiting and analyse any risks before this type of activity is authorised.
- Pets are not allowed near food, dishes, worktops or food preparation areas. Children will wash their hands with soap and water after handling animals and will be encouraged not to place their hands in their mouths during the activity. The early years educator will explain the importance of this to the children
- Children will be encouraged to leave their comforters and dummies away from the animals to ensure cross-contamination is limited.

Visits to farms

- A site visit is made by a senior early years educator before an outing to a farm can be arranged. We check that the farm is well-managed, that the grounds and public areas are as clean as possible and that suitable first aid arrangements are in place. Animals should be prohibited from any outdoor picnic areas
- We check that the farm has suitable hand washing facilities, appropriately signposted, with running water, soap and disposable towels or hot air hand dryers. Any portable water taps should be appropriately designed in a suitable area
- We will ensure that there is an adequate number of adults to supervise the children, taking into account the needs of the children
- We will explain to the children that they will not be allowed to eat or drink anything, including crisps and sweets, or place their hands in their mouths, while touring the farm because of the risk of infection and explain why
- We will ensure suitable precautions are in place where appropriate e.g. in restricted areas such as near slurry pits or where animals are isolated.

During the visit

- If children are in contact with, or feeding animals, we will warn them not to place their faces against the animals or put their hands in their own mouths afterwards, and explain why

- We will encourage children to leave comforters (e.g. soft toys and blankets) and dummies either at nursery, in the transport used or in a bag carried by an early years educator to ensure cross-contamination is limited
- After contact with animals and particularly before eating and drinking, we will ensure all children, early years educators and volunteers wash and dry their hands thoroughly. If young children are in the group, hand washing will be supervised. We will always explain why the children need to do this
- Meals, breaks or snacks will be taken well away from the areas where animals are kept and children will be warned not to eat anything which has fallen on the ground. Any crops produced on the farm will be thoroughly washed in portable water before consumption
- We will ensure children do not consume unpasteurised produce, e.g. milk or cheese
- Manure or slurry presents a particular risk of infection and children will be warned against touching it. If they do touch it, we will ensure that they thoroughly wash and dry their hands immediately
- We will ensure all children, early years educator and volunteers wash their hands thoroughly before departure
- We will ensure footwear and clothing is as free as possible from faecal materials.

ANTI-BRIBERY POLICY

Legislation

The Bribery Act 2010 creates a new offence which can be committed by an organisation which fails to prevent persons associated with them from committing bribery on its behalf but only if that person performs services for you in business. It is unlikely that the organisation will be liable for the actions of someone who simply supplies goods to you. There is full defence if it can be shown that there are adequate procedures and risk assessments in place to prevent bribery.

At Three Gables Nursery we have adopted this policy to ensure that we have adequate procedures in place that are proportionate to the bribery risks we face.
It is our policy to conduct all of our business in an honest and ethical manner. We take a zero-tolerance approach to bribery and corruption and are committed to acting professionally, fairly and with integrity in all our dealings wherever we operate. We are also committed to implementing and enforcing effective systems to counter bribery.

What is a bribe?

A bribe is a financial or other advantage offered or given:

- to anyone to persuade them to or reward them for performing their duties improperly or;
- to any public official with the intention of influencing the official in the performance of his/her duties.

Gifts and hospitality

A 'gift' is defined as any item, cash, goods, or any service which is offered for personal benefit at a cost, or no cost, that is less than its commercial value.
You should consider the following if a gift is offered:

- Whether it is appropriate to accept it
- Decline gifts unless to do so would cause serious embarrassment; and
- Discuss the position with the manager if the gift clearly has a value in excess of £25.

Parents may wish to thank nursery early years educators for looking after their children with Christmas gifts or gifts when the child moves on from a particular room or leaves the nursery. This is perfectly understandable. Each early years educator is responsible for deciding if this gift is appropriate to accept and if it should be shared with the wider team. If in any doubt early years educator should discuss this with the nursery manager.

The nursery will not accept gifts from service providers. This may be deemed as a bribe to maintain a contract. The nursery will remain transparent and open at all times. Any gifts received will be recorded in the central gift register.

ARRIVALS AND DEPARTURES POLICY

At Three Gables we give a warm welcome and goodbye to every child and family on their arrival and departure, as well as ensuring the safety of children, parent/carers, visitors, employees, volunteers and students.

Parents are requested to pass the care of their child to a specific early years educator who will ensure their safety. The early years educator receiving the child immediately records their arrival in the daily attendance register. The early years educator also records any specific information provided by the parents, including the child's interests, experiences and observations from home.

If the parent requests the child is given medicine during the day the early years educator must ensure that the medication procedure is followed.

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

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

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

On departure, the early years educator releasing the child must mark the attendance register immediately to show that the child has left the premises.

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

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

Adults arriving under the influence of alcohol or drugs

Please refer to the alcohol and substance misuse policy.

Arrivals and departures of visitors

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

Early years educator, Students and Volunteers

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

BEREAVEMENT POLICY

Legislation

- The Parental Bereavement Leave and Pay Act 2018

At Three Gables we recognise that children and their families may experience grief and loss of close family members or friends or their family pets whilst with us in the nursery. We understand that this is not only a difficult time for families, but it may also be a confusing time for young children, especially if they have little or no understanding of why their parents are upset and why this person/pet is no longer around.

We aim to support both the child and their family and will adapt the following procedure to suit their individual needs and family preferences:

- We ask that if there is a loss of a family member or close friend that the parents inform the nursery as soon as they feel able to. This will enable us to support both the child and the family wherever we can and helps us to understand any potential changes in behaviour of a child who may be grieving themselves
- The manager and/or key person will talk with the family to ascertain what support is needed or wanted from the nursery. This may be an informal discussion or a meeting away from the child to help calm a potentially upsetting situation
- The child may need extra support or one-to-one care during this difficult time. We will adapt our staffing arrangements, so the child is fully supported by the most appropriate early years educator on duty, where possible the child's key person
- We will be as flexible as possible to adapt the sessions the child and family may need during this time.

We will adapt the above procedure as appropriate when a family pet dies to help the child to understand their loss and support their emotions through this time.

We also recognise that there may also be rare occasions when the nursery team is affected by a death of a child or early years educator. This will be a difficult time for the team, children and families. Below are some agencies that may be able to offer further support and counselling if this occurs.

The Samaritans: www.samaritans.org 116 123
Employee Assistance Programme 08000327097
Priory: www.priorygroup.com 0808 291 6466
Child Bereavement UK: www.childbereavementuk.org 0800 02 888 40
Cruse Bereavement Care: https://www.cruse.org.uk/ 0808 808 1677
British Association of Counselling: www.bacp.co.uk 01455 883300
SANDS: https://www.sands.org.uk/ 0808 164 3332

Death of a Child

If an employee experiences the death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, or has an abortion after 24 weeks (in very

limited circumstances an abortion can take place after 24 weeks if the mother's life is at risk or the child would be born

with a severe disability), the employee will be entitled to two weeks paid leave, subject to meeting the eligibility criteria having been employed for at least 26 weeks.

If the period of Parental Bereavement Leave is to be taken around the same time as another period of family leave, the employer will seek legal advice regarding the employee's individual circumstances at the time of the bereavement.

Support will be given, including making reasonable adjustments on the return to work and further ongoing support, as required.

BITING POLICY

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

The nursery uses the following strategies to help prevent biting:

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

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

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

The most relevant early years educator(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Early Years Educators will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose to the parents the name of the child who has caused the bite
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes early years educators and the child who has been bitten sad
- Ask the child what they can do to make the 'child who has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)

- Complete an incident form to share with the parents at the end of the child's session
- If a child continues to bite, carry out observations to try to distinguish a cause e.g. tiredness or frustration
- Arrange for a meeting with the child's parents to develop strategies to prevent ongoing biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault
- Arrange for a meeting with the parent whose child has been bitten, particularly if the child has been bitten several times, to provide reassurance that the nursery is managing biting incidents effectively
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten
- If a child or early years educators sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.

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

CARING FOR BABIES AND TODDLERS

At Three Gables we care for babies and toddler under the age of two as well as pre-school children.

We ensure their health, safety and well-being through the following:

- Implementing the EYFS requirements at all times and caring for babies and toddlers in a separate base room with a maximum number of 12 of children with a minimum ratio of 1:3
- Allocating each baby and toddler a key person who works in partnership with their parent to meet their individual needs and routines
- Having well qualified early years educators that understand the needs of babies and toddlers, ensuring that at least half of the team caring for children under the age of two have undertaken specific training for working with babies.
- Ensuring babies and toddlers have opportunities to see and play with older children whilst at nursery
- Toddlers transitioning to the older age groups or rooms when assessed as appropriate (see separate Transition Policy)
- Early years educators supervising all babies and toddlers and organising the environment to support both non-mobile babies and more mobile babies and toddlers.

Environment

- The environment, equipment and resources are risk assessed and checked daily before the children access the rooms or area. This includes checking the stability of cots and areas around, low-chairs and ensuring restraints on these, pushchairs and prams are intact and working
- All doors are fitted with viewing panels and door finger-guards to prevent accidents
- Outdoor shoes are removed or covered when entering the baby and toddler area(s). Early years educators remind parents and visitors to adhere to this procedure. Flooring is cleaned regularly
- Sterilisers are washed out and cleaned daily
- Large pieces of furniture are fixed to the walls to stop them falling on top of babies and young children
- Play and learning is planned in line with children's individual interests and the EYFS learning and development requirements.

Resources

- Care is taken to ensure that babies and toddlers do not have access to resources or activities containing small pieces, which may be swallowed or otherwise injure the child
- Babies and toddlers are closely supervised during all activities
- Resources and equipment that babies and young children have placed in their mouth are cleaned/sterilised after use

- All resources are frequently cleaned
- Soft furnishings are frequently cleaned
- The use of resources that restrict babies movement such as baby walkers, pushchairs, jumparoos, etc will not be used on a regular basis because these can contribute to delayed physical development. We follow NHS guidelines which recommends that if these resources are to be used then it should be for no more than 20 minutes at a time.

Intimate Care

- Babies and toddlers have their nappies changed according to their individual needs and requirements by their key person, wherever possible. Checks are documented with the time and early years educator initials and information is shared with parents
- When developmentally appropriate, we work closely with parents/carers to sensitively support toilet training in a way that suits the individual needs of the child
- Potties are washed and disinfected after every use. Changing mats are wiped with anti-bacterial cleanser before and after every nappy change
- Early years educators ensure all the equipment is ready before babies and toddlers are placed on the changing mat
- No child is ever left unattended during nappy changing time
- Intimate care times are seen as opportunities for one-to-one interactions
- Early years educators do not change nappies whilst pregnant until a risk assessment has been discussed and conducted. Students only change nappies with the support and close supervision of a qualified early years educator (see separate Students Policy)
- Cameras, mobile phones and other equipment electronic devices with imaging and sharing capabilities (Smartwatches, tablets etc) are not permitted in toilet and nappy changing areas
- Nappy sacks and creams are not be left in reach of babies and children
- We always follow systems in place to ensure there is an adequate supply of clean bedding, towels and spare clothes

See separate Nappy changing policy and Intimate care policy.

Sleep

- We follow the NHS guidance to reduce the risk of sudden infant death syndrome (SIDS)
- Each baby and toddler has labelled nursery bedding which is washed at least weekly and when necessary, this takes into account any allergies and irritation to soap powders and any individual needs. For example if a child prefers to sleep in a sleeping bag, we will ask parents to bring one from home
- All cot mattresses and sleep mats meet necessary safety standards. We use a firm and flat mattress and waterproof mattress covers
- Safe sleep guidance is followed at all times, babies are always laid to sleep on their back, with their feet touching the foot of the cot. Children under two years are

not given pillows, cot bumpers or any soft furnishings in order to prevent risk of suffocation
- We also share safe sleep advice with parents
- We ensure that sheets or thin blankets come no higher than the baby's shoulders, to prevent them wriggling under the covers. We make sure the covers are securely tucked in so they cannot slip over the baby's head
- Only sheets and blankets that are of good condition are used, any loose threads are removed
- Cots are checked before use to ensure no items are within reach i.e. hanging over or beside the cot (fly nets, cables, cord blinds)
- Babies sleeping outside have cat/fly nets over their prams and we ensure we only use prams that lie flat for sleeping so babies and toddlers are supported
- Sleeping children are supervised at all times and checks are completed every 10 minutes. This may increase to five minutes for younger babies and/or new babies. Checks are documented with the time and early years educator initials on the sleep check form and times are shared with parents.

See separate Sleep policy.

Bottles

- Feeding times are seen as an opportunity for bonding between early years educator and child and where possible babies are fed by their key person
- Food and milk for babies is prepared in a separate kitchen which is specifically designated for this preparation. Handwashing is completed before preparation is undertaken
- Bottles of formula milk are only made up as and when the child needs them. Each nursery uses a tommee tippee prep machine, when preparing a bottle. The machine makes up the required amount and the bottle is ready to drink straight away
- Bottles are only made following the instructions on the formula, if during the making process there are discrepancies, a new bottle will be made
- All new early years educators will be shown the procedure, and only when competent and confident will they make them on their own. Students are fully supervised.
- Unwanted or left over contents of bottles are disposed of after two hours
- Babies are never left propped up or laid in a cot with bottles as it is both dangerous and inappropriate
- A designated area is available for mothers who wish to breastfeed their babies or express milk
- Labelled breast milk is stored in the fridge.

Mealtimes

- All low-chairs used for feeding, children are never left unattended when eating or when in the chair.
- Mealtimes are seen as social occasions and promote interactions. Early years educators always sit with babies and young children; interacting, promoting communication and social skills

- All children are closely supervised whilst eating and if any choking incidents occur paediatric first aid will be administered
- Babies and young children are encouraged to feed themselves with support, as required
- We work together with parents regarding weaning and offer any support, as required.

Comforter and dummies

- We have a separate 'Use of Dummies in Nursery' Policy to promote communication and language development
- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Dummies are disposed of if they become damaged
- Comforters including teddies and blankets are kept safe and provided at sleep times, or if the child becomes unsettled.

Teething

Teething is a normal developmental stage and can sometimes cause discomfort. Children who are teething are welcome to attend nursery as long as they are their usual self and able to take part in normal activities.

With written parental consent, early years educators may administer teething powders, teething gels, or paracetamol to help relieve pain or discomfort.
All medication must be provided by the parent/carer, be clearly labelled with the child's name, and administered in line with the nursery's medication policy.

If a child becomes unsettled, distressed, or unwell beyond what would normally be expected with teething, parents/carers will be contacted to discuss appropriate care.

CCTV MONITORING LOG

Anyone reviewing CCTV footage must have a second person with them and must complete this form.

Date of check	Time of check	Location of camera	Names of people viewing footage	Purpose	Outcome	Signatures

CCTV POLICY

The nursery CCTV surveillance is intended for the purposes of:

- promoting the health and safety of children, early years educators and visitors
- protecting the nursery building and resources.
- developing best practice

The system comprises of two fixed cameras at each setting. These are placed outside the nursery outside to show a view of the main entrance, car park and baby room entrance (at Westbourne) and these are placed outside the nursery to show a view of the main entrance and car park (at Ashley Cross)

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

Monitoring

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

All authorised operators and employees with access to images are aware of the procedures that need to be followed when accessing the recorded images. All operators are trained to understand their responsibilities under the CCTV Code of Practice. All employees are aware of the restrictions in relation to access to, and disclosure of, recorded images.
A copy of this CCTV Policy will be provided on request to early years educators, parents and visitors to the nursery and will be made available on the website and in the policy file.

Location of cameras

The location of CCTV cameras will also be indicated and adequate signage will be placed at each location in which a CCTV camera(s) is sited to indicate that CCTV is in operation.
Adequate signage will also be prominently displayed at the entrance to the nursery's property. Signage shall include the name and contact details of the data controller as well as the specific purpose(s) for which the CCTV camera is in place in each location.

Storage and retention

The images captured by the CCTV system will be retained for a maximum of 30 days, except where the image identifies an issue and is retained specifically in the context of an investigation or prosecution of that issue. The images and recordings will be stored in a secure environment with a log of access kept. Access will be restricted to authorised personnel.

Supervising the access and maintenance of the CCTV system is the responsibility of the registered person / manager. In certain circumstances, the recordings may also be viewed by other individuals. When CCTV recordings are being viewed, access will be limited to authorised individuals on a need-to-know basis. Files will be stored in a secure environment with a log of access to recordings kept.

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

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

Subject Access Requests (SAR)

Parents may make a Subject Access Request on behalf of their child. Prior to sharing any footage, the nursery will check whether they have parental responsibility for the child they wish to view and note any current safeguarding concerns. The manager and DSL will make a decision about whether sharing the footage is in the best interests of the child and any decision made will be recorded.

If the footage contains images of other people (including Early Years Educators and children), we will only disclose the footage if we have the third party's consent to do so, or if it's reasonable to do so without their consent. Where this isn't the case we will redact the footage to remove or disguise the third parties wherever possible or may provide stills with the identity of third parties blanked out where this is appropriate.

Complaints

Complaints and enquiries about the operation of CCTV within the nursery should be directed to the manager of the nursery in the first instance.

Responsibilities

The manager (or deputy) will ensure:

- That the use of CCTV systems is implemented in accordance with this policy
- They oversee and co-ordinate the use of CCTV monitoring for safety and security purposes
- That all CCTV monitoring systems will be evaluated for compliance with this policy
- That the CCTV monitoring is consistent with the highest standards and protections
- That if safeguarding concerns arise from monitoring the footage, appropriate safeguarding actions are taken e.g. contacting the Local Authority Designated Officer

- (LADO). See the Safeguarding children and child protection policy for procedures in the event of a early years educator allegation
- They review camera locations and be responsible for the release of any information or recorded CCTV materials stored in compliance with this policy
- They maintain a record of access (e.g. an access log) to or the release of files or any material recorded or stored in the system
- That the perimeter of view from fixed location cameras conforms to this policy both internally and externally
- That all areas being monitored are not in breach of an enhanced expectation of the privacy of individuals
- That external cameras are non-intrusive in terms of their positions and views of neighbouring residential housing and comply with the principle of "Reasonable Expectation of Privacy"
- That monitoring footage is stored in a secure place with access by authorised personnel only
- That images recorded are stored for a period not longer than 30 days and are then erased unless required as part of a criminal investigation or court proceedings (criminal or civil)
- That camera control is solely to monitor suspicious behaviour, criminal damage etc. and not to monitor individual characteristics
- That under certain circumstances, the CCTV footage may be used for training purposes (including early years educator supervision and training etc.) or for parents to view child transitions.

CHILDRENS REGISTRATION FORM AND CONTRACT

Part A – Application Form

Thank you for applying to Three Gables Nursery. The process to register with us is as follows:

- Please fill out this form and return to your chosen nursery by email, by post or in person
- If your application is successful, and your requirements can be met, you will then receive aconfirmation email offering your child a place
- As part of the registration form, you will be asked to pay a *non-refundable registration fee of £100 and a deposit equivalent to one month's fees.* The deposit will be refunded when your child leaves the setting, provided they have attended. If you decide not to start after accepting the place, the deposit will be retained in full.
- Once we have received this form, registration fee and deposit, we will send you a welcome letter by email confirming and securing your child's place
- The sessions are given on a first come first serve basis, so it's important to get the completed application form returned and all payments made as quickly as possible to secure your required sessions

Please circle which nursery you would like your child to attend -
Westbourne or Ashley Cross

Personal Details

Name of child			
Date of birth			
Home address Postcode			
Position in family			
Hair colour		Eye colour	
Religion			
Ethnic origin			
Nationality			
Language(s) spoken at home			
Details of any special educational needs/disabilities			

How did you hear about [*insert nursery name*]?	
Preferred start date	

About your family

Parent /carer 1	
Title	
First name	
Surname	
Password	
Home address Postcode	
Home tel number	
Mobile	
Home email	
Work address Postcode	
Work tel number	
Work email	
Hours worked	
Responsibilities (Tick all that apply)	Parental responsibility ☐ Payment of fees ☐ Collect child from nursery emergency ☐ Contact in ☐

Parent /carer 2	
Title	
First name	
Surname	
Password	
Home address Postcode	
Home tel number	
Mobile	

Home email	
Work address Postcode	
Work tel number	
Work email	
Hours worked	
Responsibilities (Tick all that apply)	Parental responsibility ☐ Payment of fees ☐ Collect child from nursery emergency ☐ Contact in ☐

Other contacts (we need 2 additional contacts other than parents as a legal requirement)

Contact one			
Title			
First name			
Surname			
Relationship to the child			
Password			
Address Postcode			
Tel number		Mobile	
Responsibilities (Tick all that apply)	Collect child from nursery emergency ☐	Contact in ☐	
Contact two			
Title			
First name			
Surname			
Relationship to the child			
Password			
Address Postcode			
Tel number		Mobile	
Responsibilities (Tick all that apply)	Collect child from nursery emergency ☐	Contact in ☐	

Medical details

Does your child have any allergies?	Yes / No (please circle)
If yes, please give details of the cause and reaction	
Does your child have any special dietary requirements?	Yes / No (please circle)
If yes, please give details	

	Immunisation	Date of immunisation
Has your child had any of the following immunisations? Please tick and date	BCG	
	Diphtheria	
	HIB	
	MMR	
	Meningitis C	
	Poliomyelitis	
	Tetanus	
	Whooping cough	
	MMRV	
Any other immunisations		
Name of GP		
Name of surgery		
Address Postcode		
Telephone number		

Health visitor details	
Name	
Address Postcode	
Telephone number	
Other agency details	
Name	
Address Postcode	
Telephone number	
Any other details that we should know about?	
Has your child had any previous childcare experiences? Can we contact them for a communication passport?	

Sessions

Please indicate your preferred sessions.

Session	Mon	Tues	Wed	Thurs	Fri
Full day					
Morning only					
Afternoon only					

Meals	Mon	Tues	Wed	Thurs	Fri
Breakfast					

Fees

Sessions Times Available	Nursery Fees
Breakfast 8:00-8:30	£5.85
8:30-13:00 – Morning (4.5 hours)	£50.75
13:30-18:00 – Afternoon (4.5 hours)	£50.75
8:30-18:00 – All Day (9.5 hours)	£88.75
Adhoc hours £9.34	

Communication Plan

Please tick method of communications regarding sharing information about your child both from nursery to home and home to nursery. Please tick all that apply with your preferred method at the bottom:

Face to face ☐ Email ☐

Telephone ☐ Electronic systems ☐

Via paper documentation, e.g. daily diary, observation sheets ☐

The preferred method is _____

PART B - NURSERY CONTRACT, TERMS AND CONDITIONS

1. Definitions

1.1. The definitions below apply in these terms and conditions.

"Child" the child or children who are named in Part A

"You" the person, firm or company who purchases Services from us

"Services" the services of a daycare nursery during the days or half days indicated in Part A (excluding bank and public holidays), together with any other services which we provide, or agree to provide, to you.

"Us" the nursery named in Part A.

1.2. A reference to writing or written includes email

1.3. Any requirement in this contract for either party not to do something includes anobligation on that party not to allow that thing to be done

2. Formation of the contract

2.1. A contract for the Services will be formed between you and us once you have given us a signed, fully completed application form/nursery contract, and we have received a non-refundable registration fee of £100 and a month's fees as deposit, we will then confirm to you that your application for a place has been successful.

2.2. These terms and conditions govern the contract between you and us for the services. No other terms apply unless they are in:

2.2.1. A handbook issued to you by us,

2.2.2. A policy issued to you by us,

2.2.3. A letter that is signed by both you and us.

2.3. In the case of any uncertainty as to which terms apply, these terms and conditions will apply.

3. Duration of the contract

3.1. The contract shall last until it is terminated by either you or us giving to the other, in writing, one full calendar months' notice. However, the contract can in some circumstances, be terminated immediately under clause 18

3.2. You are liable for the fee during the notice period. If you fail to give proper notice, you may lose your deposit and/or registration fee.

4. Suspension of the Services

The services may be suspended (meaning the child is temporarily not able to attend the nursery) in the circumstances set out in our Critical incident policy or in the circumstances set out in clause 19.

5. Our Obligations

5.1. We will use all reasonable efforts to provide the services to you, in accordance with all material respects with these terms and conditions and any other documents referred to in 2.2 above.

5.2. We welcome early years educator and children from many different backgrounds and ethnic groups. Human rights and freedoms are respected and we will do all that is reasonable to ensure that our culture, policies and procedures are made accessible to children who have disabilities and to comply with their social and moral obligations under the Special Educational Needs and Disability Act 2001 or Equality Act 2010 in order to accommodate the needs of children, applicants and early years educators who have disabilities for which, after reasonable adjustments, we can cater adequately

5.3. If we determine, in our sole discretion (after appropriate and reasonable analysis) that reasonable adjustments cannot be made for a child and as such we cannot continue to adequately provide for that child (or admit them as the case may be) then we shall be permitted to request that you withdraw the child without being charged fees in lieu of notice.

6. Your obligations

6.1. You shall:

6.1.1. Co-operate with us;

6.1.2. Provide to us such information as we may reasonably require about

6.1.3. The child including

6.1.3.1. Any known medical condition, health problem, allergy, or diagnosed dietary requirement;

6.1.3.1.1. Any prescribed medication;

6.1.3.1.2. Any lack of any vaccination which the child would ordinarily have by their age;

6.1.3.1.3. Any family circumstances or court orders affecting the child;

6.1.3.1.4. Any concerns about the child's safety; and

6.1.3.1.5. Your contact details, and those of your authorised persons who may collect the child.

6.2. You must (a) ensure that these details are accurate and (b) keep these details up-to-date, by promptly informing us in writing whenever they change.

6.2.1. As regards arrivals and departure of a child, please refer to the nursery's Arrivals and departures policy. Please ask for a copy of it if necessary.

6.3. If our performance of our obligations under the contract is prevented or delayed by anything you do (or fail to do), we shall not be liable.

6.4. You shall not employ (or attempt to employ) an early years educator without our consent, until six months from the end of this contract.

7. Charges and payment

7.1. You shall pay the charges as set out in Part A or in accordance with clause 19.

7.2. Where the child is unable to attend but our service remains available full charges will be due.

7.3. We will not charge for bank holidays or the days we are closed over the Christmas period (24th to 31st December).

7.4. VAT is not charged on nursery fees (nursery provision is an exempt supply for VATpurposes).

7.5. The quoted charges are per Child, per day or half session and include meals and snacks, as well as nappies and wet wipes for non-funded children. Funded children will receive their free hours funded with additional costs for meals and consumables.

7.6. Extra hours (over regular booked hours) will be charged for and must be booked by the manager. The extra time will be added onto your next nursery invoice.

7.7. The charges must be paid monthly in advance, by the 1st of each month.

7.8. All payments must normally be made by BACS, childcare vouchers or the Government tax free account. We may agree to payment by cash or cheque, but it is your responsibility to obtain a receipt from the nursery manager as proof of payment. No payment shall be deemed to have been made until it is cleared into our bank account. If a cheque bounces, or payment fails, we may charge a reasonable administration fee.

7.9. We may increase our charges as appropriate. We will give you written notice of any such increase at least one month before the proposed date of increase.

7.10. Without restricting any other legal right that we may have, if you fail to pay us on time, we may:

7.11. Make an interest charge of up to 5% per month on any late payment. Unless otherwise notified to you in writing, interest shall accrue daily from the due date until the date of actual payment of the overdue amount, whether before or after judgment. You must pay us the interest together with the overdue amount. In addition, we will be entitled to recover from you the full amount of our administrative and other costs incurred in recovering any unpaid sum including legal costs and disbursements on an indemnity basis

7.12. Suspend all services until payment has been made in full, which will include the suspension of the child's place, or even terminate the contract permanently.

7.13. If you owe us any money, and make a claim against us, we may offset what you owe us against what you are claiming from us.

7.14. If you fail to collect your child before 6pm there will be a charge of £28 per 15 minutes due to 2 early years educators having to stay behind after closing hours

8. Reducing sessions

You are required to give us one month's written notice of any change in sessions required. Thismust still adhere to the minimum session policy of 2 sessions, taken on different days of the week.

9. Early Education Funding

9.1. If you wish to take up your funded nursery education place, you are required to complete and sign a Parent/carer declaration on a termly basis, detailing how and when you will take up the funded sessions.

9.2. Our charges will not be made in respect of the funded sessions as detailed in the Parent/carer declaration, but we are entitled to make a reasonable charge for meals or additional activities provided during any funded session.

9.3. Any changes within the funded hours can only be made termly

10. Welfare of the Child

10.1. We will do all that is reasonable to safeguard and promote the Child's welfare and to provide care to at least the standard required by law and often to a much higher standard

10.2. We will respect the Child's human rights and freedoms which must, however, be balanced with the lawful needs and rules of our nursery and rights and freedoms of others

10.3. Your consent to such physical contact as may be lawful in accord with good practice andbe appropriate and proper for teaching and instruction and for providing comfort to a Child in distress, or to maintain safety and good order, or in connection with the Child's health and welfare.

10.4. Disposable nappies are provided by the nursery (except for some exceptions)

10.5. Parents should provide sealed formula milk/powder for bottle feeding babies, measured out correctly in a sterile container. Parents should clearly label how many fl/oz's of boiled water are required to make up their child's bottle

10.6. Labelled mother's breast milk will be stored in the fridge and an area will be made available for mothers to breast feed their babies or express milk should they need to do so

10.7. As regards behaviour management techniques and sanctions, please refer to the nursery's Promoting Positive Behaviour Policy. The policy can be found on our website www.threegablesnursery.co.uk

10.8. The nursery uses emergency procedures for accidents, evacuations, incidents and allergic reactions, please refer to the individual policies and procedures on our website www.threegablesnursery.co.uk.

11. Health and medical matters

11.1. If the child becomes ill during the nursery session the nursery manager will contact you or the emergency contact indicated on the registration form. You must inform us immediately of any changes to these contact details. If your child requires urgent medical attention while under our care, we will, if practicable, attempt to contact you and obtain your prior consent. However, should we be unable to contact you we shall be authorised to make the decision on your behalf should consent be required for urgent treatment recommended by a doctor (including anaesthetic or operation, or blood transfusion) unless you have previously notified us you object to blood transfusions)).

11.2. If the child is suffering from a communicable illness, he/she should not be brought to the nursery until such time as the infection has cleared. A full copy of our infection control policy is available from the nursery manager. Please refer to the illnesses and communicable diseases list supplied in your information on minimum periods of exclusion from the nursery.

11.3. You must notify the nursery manager if the child is absent from the nursery through sickness.

11.4. If the Child has been sent home from the nursery because of ill health, he/she will not be re-admitted for at least 24 hours. If the Child is prescribed antibiotics, he/she will not be allowed to return to the nursery for 48 hours. If the illness is a communicable illness, then clause 11.2 shall also apply and the Child will be unable to attend the nursery until such time as the infection has cleared.

11.5. As regards medication, and the administration of it to a Child, please refer to the nursery's Medication Policy. Please ask for a copy of it if necessary

11.6. Please also see clause 6.1.2 on matters we need to be informed about.

12. Food/dietary requirements

12.1. We will work with you to provide suitable food for your Child, if they have a special dietary requirement or any allergies as diagnosed by a doctor or dietician. All reasonable care will be taken to ensure that a Child does not come into contact with certain foods with support from parents and external professionals should the need arise

12.2. Menus will be displayed for inspection and sent to you by email or on your child's interactive learning portal for review

12.3. To ensure the safety of all children in our care — particularly those with allergies, including any of the 14 major allergens — we kindly ask that no outside food is brought into the nursery. This helps us maintain a controlled and safe environment for everyone

13. Reporting of neglect or abuse

We have an obligation to report to the relevant authorities any suspicions we have that your Child has suffered neglect or abuse, and where necessary we may do so without your consentand/or without informing you

14. Limitation of liability

14.1. This clause sets out our (and our employees', agents', consultants' and subcontractors')liability to you in respect of the contract (including any breach of it, any statement we make to you about it, our termination of it)

14.2. All terms implied by law are, to the fullest extent permitted by law, excluded or deleted from the contract.

14.3. Nothing in these terms and conditions in any way limits our liability for fraud, or for deathor personal injury resulting from negligence

14.4. We shall not be liable for:

14.4.1.1 Any loss or damage to any toys, equipment or bags, clothing etc. you may bring into our nursery

14.4.1.2 Loss of any profits, or consequential loss; or any other indirect loss and

14.5. Subject always to clause 11 our total liability (in contract, tort including negligence or breach of statutory duty, or otherwise) shall be limited to cumulative price paid by you for the Services over the course of the contract.

15. Data protection

15.1. You agree that details of your name, address and payment record may be submitted to a credit reference agency, and personal data will be processed by and on behalf of us in connection with the Services.

15.2. We may take photographs and/or videos of your Child for promotional or training purposes only. If you do not wish for your Child to be included in such photographs or videos, please inform us by completing the online 'consent form' sent to you before you start with at the nursery, or by writing to the nursery manager.

15.3. Any personal data related to you or your child will be dealt with in accordance with our GDPR privacy notice, which can be found at Any personal data related to You, or your Child will be dealt with in accordance with ourprivacy notice, which can be found within our nursery policies at www.threegablesnursery.co.uk

16. Security

Parents are welcome to visit the nursery, but we will not admit anyone without prior notification. It is your responsibility to ensure that we are aware of who will be collecting your Child. No Child will be allowed to leave the building with any person who has not been notified as an authorised person to collect the Child on your behalf.

17. Complaints and concerns

Please address any complaint or concern to the supervisor in charge, in the first instance, and if the matter is not resolved within a reasonable period, please refer it to the nursery manager. Please also refer to our Complaints and compliments policy which shall apply to any complaints received by us.

18. Termination for breach of contract, or bankruptcy/insolvency

18.1. Without restricting any other legal rights which the parties may have, either party may terminate the contract without liability to the other immediately on giving written notice to the other if:

18.1.1. The other party fails to pay any amount due under the contract on the due date for payment and remains in default for [10] days or more; or

18.1.2. The other party commits a material breach of any of the terms of the contract and (if such a breach is capable of being remedied) fails to remedy that breach within 30 days of that party being notified in writing of the breach: or

18.1.3. The other party suspends, or threatens to suspend, payment of its debts or is unable to pay its debts as they fall due or admits inability to pay its debts or is deemed either unableto pay its debts or as having no reasonable prospect of so doing, in either case, within the meaning of section 268 of the Insolvency Act 1986.

18.1.4. If there is a breakdown of trust and/or any aggressive or abusive language or behaviour exhibited

18.2. On termination of the contract for any reason:

18.2.1. You shall immediately pay all of our outstanding unpaid invoices and interest and, in respect of Services supplied but for which no invoice has been submitted, we may submit an invoice, which shall be payable immediately on receipt; and

18.2.2. Any clause in these terms and conditions which implicitly is intended to survive termination shall continue in force.

19. Events that are beyond our control

19.1 If any event beyond our reasonable control (e.g. a fire, flood, epidemic or pandemic outbreak, strike, civil action, act of terrorism, war etc.) occurs, for which we have business interruption insurance, we may close the nursery without liability to you and we will not charge you for the fees for the time the nursery is closed. We will keep you informed, in such an event.

19.2 If the nursery is forced to close for reasons beyond the nursery's control or if it is, in our reasonable opinion, necessary or in the interests of the child to do so, we may close the nursery even though our business interruption insurance will not cover us for the closure. In these circumstances, we will charge a retainer of your regular monthly fee to enable the nursery to hold your child's place and cover unavoidable ongoing overheads during this time. For example, we may close because of severe weather conditions, outbreak of flu, swine flu, any epidemic or pandemic or other illnesses etc.

20. Invalid clauses

If any part of the contract is found by any court or similar authority to be invalid, illegal orunenforceable, that part shall be struck out, but the rest of the contract shall apply.

21. Changes to these terms and conditions

21.1. We may change these terms and conditions where such a change arises from changes in regulations or legislation affecting us.

21.2. We may change any other terms only with express written agreement

21.3. We will review the contract annually and any changes will be agreed in writing and signed for

22. *No other terms*

Each party acknowledges that, in entering the contract, it has not relied on anything said or written that is not written in the contract. This applies unless fraud is established

23. *Assignment*

The contract is personal to you. You shall not, without our written consent, transfer to anyoneelse any of your rights or obligations under the contract

24. *Rights of third parties*

A person who is not a party to the contract shall not have any rights under or connection withit

25. *Governing law and jurisdiction*

The contract, and any dispute or claim arising out of it or in connection with it or its subject matter or formation (including non-contractual disputes or claims), shall be governed by the law of England. The courts of England shall have exclusive jurisdiction to settle any such disputeor claim

Agreement

I agree to abide by the terms and conditions and policies and procedures of Three Gables Nurseries LTD which I have read and fully understand.

If anything changes with my own situation, I understand that it is my responsibility to keep the nursery informed and updated.

I understand that sessions are given away on a first come first serve basis and are forever changing therefore until I have completed the application process, paid all money due and then received a confirmation of place email from the nursery my child's sessions are not guaranteed.

I can confirm it is my responsibility to complete and update the consents page on my child's interactive learning diary welfare page if I fail to do so it will be assumed all consent is given in all areas of the child's care when they are with the nursery.

Signed (Parent/carer 1) …… Date ……

Print name……

Relationship to child ……

Signed (Parent/carer 2) …… Date ……

Print name……

Relationship to child ……

CHILDRENS WELL-BEING IN THE NURSERY POLICY

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

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

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

Mental and emotional well-being includes:

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

Social well-being includes:

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

Spiritual well-being can cover the following:

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

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

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

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

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

Early years educators use the Promoting positive behaviour policy to ensure a consistent approach.

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

COMPLAINTS AND COMPLIMENTS POLICY

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

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

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

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

Internal complaints procedure

Stage 1

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

Stage 2

If the issue still remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the nursery manager. The manager will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within five to 28 working days. The manager will document the complaint fully, the actions taken and the outcome in relation to it in the complaints log book.

Stage 3

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

Stage 4

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted

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

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

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

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

Contact details for Ofsted:

Email: enquiries@ofsted.gov.uk

Telephone: 0300 123 1231

For more information about Ofsted's role see:
https://www.gov.uk/government/organisations/ofsted/about

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

CONFLICT RESOLUTION WITH PARENTS AND AGGRESSIVE BEHAVIOUR POLICY

At Three Gables we believe that we have a strong partnership with our parents and an open-door policy to discuss any matters arising.

If as a parent, you have any concerns or issues you wish to raise with the nursery then please follow the complaints procedure.

In the case of a parent emailing, calling or using social media to complain the nursery will direct them to the correct procedure for raising a complaint.

We have a zero tolerance on abusive calls, emails, social media contact and face to face confrontation.

Calls of an aggressive or abusive manner

The call taker receiving a call leading to abusive/aggressive will remain calm and professional and ask them to follow the complaints policy. If the abuse continues the call taker will end the call. Abusive and aggressive calls will be logged with an outline of the conversation.

Emails of an aggressive or abusive manner

The responder will ask the parents to come into the setting to speak in person, as per our complaints policy. If the emails persist the manager may seek legal action. All emails will be kept as evidence until the matter is resolved.

Social Media

If slanderous or abusive messages appear on any social media sites we will address these immediately with a request to follow our complaints procedure. We will endeavour to resolve any issue raised through our complaints procedure. If slanderous or abusive messages continue we will seek legal action against the complainant.

In the event that any person inside the nursery starts to act in an aggressive manner at the nursery, our policy is to:

- Direct the person away from the children and into a private area, such as the office
- Ensure that a second early years educator is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Remain composed and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour
- If the aggressive behaviour continues or escalates we will contact the police in order to ensure the safety of our team, children and families
- If the person calms down and stops the aggressive behaviour an early years educator will listen to their concerns and try to resolve the issue
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken

- Any aggressive behaviour from a parent could result in the withdrawal of a place for the child/ren. Parents will be informed, by the management team , in writing within 3 days of any incident that involved aggressive or threatening behaviour to their early years educator
- Management will provide support and reassurance to any early years educator involved in such an incident
- Management will signpost parents to organisations or professionals that can offer support if applicable

CRITICAL INCIDENT POLICY

At Three Gables we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our nursery is able to operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat or terrorism attack
- National outbreaks of infection or health pandemics
- Any other incident that may affect the care of the children in the nursery.

If any of these incidents impact on the ability of the nursery to operate, we will contact parents via phone or/and email at the earliest opportunity, e.g. before the start of the nursery day.

Flood

There is always a danger of flooding from adverse weather conditions or through the water and central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation.

If flooding occurs during the nursery day, the nursery manager will make a decision based on the severity and location of this flooding, and it may be deemed necessary to follow the same procedure as the fire evacuation procedure. In this instance children will be kept safe and parents will be notified in the same way as the fire procedure (see fire safety policy).

Should the nursery be assessed as unsafe through flooding, fire or any other incident we will follow our Nursery operational plan.

Fire

Please refer to the fire safety policy.

Burglary

The management of the nursery follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. Alarm systems are used and in operation during all hours the nursery is closed.

The manager or most senior management will always check the premises as they arrive in the morning.

Should they discover that the nursery has been broken into they will follow the procedure below:

- In an emergency dial 999 or non-emergency dial 101 with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a nursery and children will be arriving soon
- Contain the area to ensure no-one enters until the police arrive.
- Where it is safe to do so, the early years educators will direct parents and children to a separate area as they arrive. If all areas have been disturbed early years educators will follow police advice. This may include temporary short term closure and/or following the relocation procedure under the flood section wherever necessary to ensure the safety of the children
- The manager on duty will help the police with enquiries, e.g. by identifying items missing, areas of entry etc.
- A manager will be available at all times during this time to speak to parents, reassure children and direct enquires
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the nursery.
- Arrangements will be made to ensure the nursery is made safe and secure again

Abduction or threatened abduction of a child

We have secure safety procedures in place to ensure children are safe while in our care, taking reasonable steps to ensure that children do not leave the premises unsupervised and to prevent unauthorised persons entering the premises and at risk of abduction.

Early years educators are vigilant at all times and report any persons lingering on nursery property immediately. All doors and gates to the nursery are locked and cannot be accessed unless early years educators members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building whether they are known to them or not. We also have visual reminders about closing the door behind them to prevent tailgating (another person accessing entry behind them). Visitors and general security are covered in more detail in the supervision of visitor's policy.

Children will only be released into the care of a designated adult; see the arrivals and departures policy for more details. Parents are requested to inform the nursery of any potential custody proceedings or family concerns as soon as they arise so the nursery is able to support the child. The nursery will not take sides in relation to any custody arrangements and will remain neutral for the child. If an absent parent arrives to collect their child, the nursery will not restrict access unless a court order is in place. Parents are requested to issue the nursery with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If an early years educator witnesses an actual or potential abduction from nursery we have the following procedures which are followed immediately:

- The early years educator will notify management immediately and the manager will take control, dialling 999 and requesting the police, instructions from the emergency response team will be followed

- The parent(s) will be contacted
- All other children will be kept safe and secure, reassured and calmed down where necessary
- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may have impacted on this abduction.
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was abducted, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of the incident
- With incidents of this nature parents, carers, children and early years educator may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention early years educator will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

Bomb threat/terrorism attack

If a bomb or terrorist attack threat is received at the nursery, the person taking the call will record all details given over the phone as soon as possible, raising the alarm and contacting emergency services as soon as the phone call has ended. The management will follow the fire evacuation procedure and guidance from the emergency services to ensure the safety of all on the premises. The person who took the call will provide as much detail to the emergency services as possible. Ofsted will be notified.
With incidents of this nature parents, carers, children and early years educators may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.

Any other significant incidents

All incidents will be managed by the manager on duty and all early years educators will co-operate with any emergency services on the scene, where applicable. The fire evacuation procedure will be followed for any other incident that requires an emergency evacuation. Other incidents e.g. no water supply, will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and early years educators in the nursery.

If there is an incident outside of the nursery building and it is safer to stay inside the building, we will follow the Lockdown policy. Emergency services advice will be taken.

National outbreaks of infection/Health Pandemics

In the event of a national outbreak of a health pandemic, we will follow Government health advice and guidance, legal advice and advice from our insurance provider.

The setting will remain open as long as we have sufficient early years educators to care for the children. Depending on the nature of the pandemic we will follow all

advice and implement measures to ensure that risks to vulnerable children and early years educators are minimised. This may include excluding infected children, early years educators, parents or family members from the setting for a set period of time, to prevent the spread of infection. This decision will be made in consultation with parents, early years educators, legal advice and our insurance provider. Each case will be reviewed on an individual basis.

The nursery manager will notify Ofsted in the event of a critical incident.

CYBER SECURITY POLICY

This policy should be read in conjunction with the Data protection and confidentiality policy, Acceptable internet use policy and the Online safety policy.

At Three Gables Nursery we recognise that the key to keeping our nursery cyber secure is through effective team training so that everyone is aware of the actions they should take to protect our systems from threat.

We hold cyber essentials certification and have cyber insurance to mitigate the financial, operational and reputational consequences of a cyber incident.

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

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

Early years educators are asked to report these to the manager and IT support as soon as possible and these will be reported through the National Cyber Security Centre (NCSC) Suspicious email reporting service at report@phishing.gov.uk.

Procedures

Passwords

We will:

- Create strong and memorable passwords for important accounts, such as by combining three random words. We will avoid using predictable passwords, such as dates, family and pet names. Passwords will not be reused
- All early years educators must use a separate password for work and personal accounts
- Passwords will be stored using password managers with end-to-end encryption
- We use multi-factor authorisation (MFA) to log in where appropriate, e.g. banking websites.

Security

- We train early years educators to recognise the techniques that phishers use in emails, as well as recognising spam and other harmful content

- Early years educators must report suspicious messages or links to management and IT support
- We carry out regular software updates and regularly check our back-ups
- Early years educators always lock devices when not in use
- We use PINS on portable devices
- We do not install any software that has not been cleared for use by the manager and IT support onto our computers or systems
- Unknown USBs or external devices will not be used on our systems.

Reporting

- Early years educators are encouraged to ask for further guidance or support from their manager and IT support when something feels suspicious or unusual
- Early years educators are encouraged to flag concerns and must report attacks as soon as possible.

System access

- We use a separate 'guest' WiFi for visitors to limit access to the office network
- We regularly review system access
- Accounts are removed immediately when an early years educators member has left employment.
- We limit access for temporary workers
- Early years educators follow sign-in/out protocols
- No early years educator has access to nursery devices outside working hours.

Actions in the event of a cyber attack

- Manager and IT support will be informed immediately of any actual or suspected security breach
- We will contain the breach, isolate affected devices and disable compromised accounts
- We will avoid deleting anything that could serve as evidence
- We will keep a log of actions taken and notify the Information Commissioner's Office (ICO) if personal data is at risk (https://ico.org.uk/for-organisations/report-a-breach/)
- We will seek advice and guidance from the National Cyber Security Centre (NCSC) (https://report.ncsc.gov.uk/)
- We will communicate clearly with early years educators to explain what's happened, what we're doing and how it affects families and early years educators

Following an actual or suspected attack, we will review our systems to identify what occurred, what was compromised and what changes are needed.

DATA PROTECTION AND CONFIDENTIALITY POLICY

At Three Gables we recognise that we hold sensitive and confidential information about children and their families and the early years educators we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in the manager's office which is locked if the manager is not present or on the office computer, all files are password protected in line with data protection principles. Any information shared with the early years educators is done on a 'need to know' basis and treated in confidence. This policy will work alongside the GDPR privacy notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and Data Protection Act 2018.

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations about the information we must hold about registered children and their families and the early years educators working at the nursery
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

Procedures

It is our intention to respect the privacy of children and their families and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected
- Ensuring early years educators, student and volunteer inductions include an awareness of the importance of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. This includes ensuring that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, discussions on the bus or at the local bar. If early years educators breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our Data protection and confidentiality policy and required to respect it
- Ensuring that all early years educators, volunteers and students are aware that information about children and families is confidential and only for use within the nursery and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all early years educators are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested

for whatever reason, the parent's permission will always be sought other than in the safeguarding circumstances above

- Ensuring early years educators do not discuss personal information given by parents with other early years educators, except where it affects planning for the child's needs
- Ensuring early years educators, students and volunteers are aware of and follow our Social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of early years educators remain confidential to the people directly involved with making personnel decisions
- Ensuring any concerns or evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) compliance

In order to meet our requirements under GDPR we will also undertake the following:
In order to meet our requirements under GDPR we will also undertake the following:

- We will ensure our terms and conditions, privacy and consent notices are easily accessed and made available in accurate and easy to understand language
- We will use personal data to ensure the safe, operational and regulatory requirements of running our nursery. We will only make contact in relation to the safe, operational and regulatory requirements of running our nursery.. We will not share or use personal data for other purposes. Further detail can be found in the GDPR privacy notice
- Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations)
- We will ensure early years educators have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
    - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'
    - Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows early years educators to share special category personal data. This includes allowing early years educators to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a early years educators gains consent, or if to gain consent would place a child at risk.

Early years educators and volunteer information

- All information and records relating to early years educators and volunteers will be kept confidentially in a locked office or upon our secure online system.
- Individual early years educators may request to see their own personal file at any time.

DEALING WITH DISCRIMINATORY BEHAVIOUR POLICY

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

We provide a neutral working environment where no one should feel threatened or intimidated and everyone should be treated with equity, inclusivity, dignity and respect. This includes 'work situations' such as social events and social media posts and interactions between colleagues.

Definition and legal framework

Types of Discrimination

- Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic
- Discrimination by association occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- Discrimination by perception occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- Indirect discrimination can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim
- Harassment is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual' ; we have zero tolerance towards such behaviour
- Sexual harassment is any unwanted sexual conduct that has the purpose or effect of violating a person's dignity or creating a hostile environment for them; the law requires the setting to take reasonable steps to prevent sexual harassment of workers in the course of their employment; we have zero tolerance towards such behaviour
- Third party harassment occurs where a person is harassed by someone who does not work for the same employer, such as a visitor or supplier; we have zero tolerance towards such behaviour
- Victimisation occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

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

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

Examples of discriminatory behaviour are:

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

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

Our procedures

We tackle discrimination by:

- Providing inclusive early years practice where all early years educators are able to identify, understand and break down barriers to participation and belonging and create an ethos of equality
- Consistently promoting the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all early years educators, children and families in the setting. We value diversity and celebrate differences in children and families.
- Providing training and support around this subject to support early years educators understanding and confidence in challenging discriminatory practice, including understanding that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel. Training ensures early years

educators understand this in order to create a culture of zero tolerance towards sexual harassment in the workplace

- Ensure a zero-tolerance approach is actually taken by challenging any observed instances of inequalities, discrimination and prejudice as they arise in play, conversation, books or other contexts from early years educators, children and families and follow this policy, as outlines below, to ensure that discriminatory behaviours against the protected characteristics are not tolerated within our setting
- Ensuring all children and families have a sense of belonging and they can see themselves and their families identity reflected in the setting
- Expecting all early years educators in the nursery to be aware of and alert to any discriminatory behaviour, stereotyping, bias or bullying taking place in person or via an online arena
- Expecting all early years educators to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, including behaviour from parents and other early years educators
- Expecting all early years educators to intervene in the case of third-party harassment, reporting issues to the nursery manager and/or reporting criminal acts to the police; we have an anonymous reporting procedure for sexual harassment
- Expecting all early years educators to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by early years educators, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and recorded appropriately. Any pattern of behaviour should be noted. Perpetrator/victim's initials may be used in the record.
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing: the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation leads to disciplinary procedures (please see disciplinary procedures).

We foster a safe, inclusive, and positive work environment, with our leadership team ensuring policies are kept up-to-date, conducting risk assessments, providing regular training and monitoring to ensure effective implementation. These demonstrate taking 'reasonable steps' to ensure compliance with the duty to prevent harassment of our employees, including harassment from third parties, such as visitors to the premises.

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

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified

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

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

Early Years Educators

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

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

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

DISCIPLINARY PROCEDURE

At Three Gables we follow our legal obligations as an employer at all times including dealing with any disciplinary matter in a fair and consistent manner. We have the following policy and procedure that set out our process.

Legal obligations

Our legal obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures (2015). A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website www.acas.org.uk

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25% or reduced by 25% if the employee does not comply.

Objectives and guiding principles

The objective of this procedure is to set out the standards of conduct expected of all early years educators and to provide a framework within which our managers can work with employees to maintain satisfactory standards of conduct and to encourage improvement where necessary.

It is our policy to ensure that any disciplinary matter is dealt with fairly and consistently. We will take the necessary steps to establish the facts and to give employees the opportunity to respond before taking any formal action.

This procedure does not form part of any employee's contract of employment and it may be amended at any time. We may also vary this procedure, including any time limits, as appropriate in any case.

The procedure applies to all employees regardless of length of service.

Minor conduct issues can often be resolved informally between the employee and their line manager. These discussions should be held in private and without undue delay whenever there is a cause for concern. Where appropriate a note of any such discussions may be held on the employee's personnel file, but will be ignored for the purpose of future disciplinary issues.

Formal steps will be taken under this procedure if the matter is not resolved, or if informal discussion is not appropriate (due to the serious nature of the allegation against you).

The employee will not normally be dismissed for a first act of misconduct, unless it is decide it amounts to gross misconduct or the employee has not yet completed their probationary period.

The procedure

Our aim is to deal with disciplinary matters sensitively and fairly. All employees must treat all information in connection with the disciplinary procedure and its investigation as confidential.

Where there has been a serious allegation of misconduct or gross misconduct and/or there are serious concerns regarding the employee's capability, we aim to establish the facts quickly and no disciplinary action will be taken until the matter has been fully investigated. The employee will be informed if a formal complaint is made against them, and if necessary they may be suspended on full pay pending the outcome of the investigation and disciplinary procedure.

Stage 1: Investigation

- The nursery manager will investigate any allegations or concerns quickly and thoroughly to establish whether a disciplinary hearing should be held
- The purpose of the investigation is to establish a balanced view of the facts relating to the allegations against the employee. The amount of investigation will depend on the nature of the allegations and will vary from case to case. It may involve interviewing and taking statements from the employee and any witnesses, and/or reviewing relevant documents
- Investigation interviews are solely for the purpose of fact finding and no decision on the disciplinary procedure will be taken until after the disciplinary hearing
- The employee is not normally allowed to bring a companion to an investigatory interview. However, we may allow them to bring a work colleague or trade union representative in exceptional circumstances and if the employee wishes to be accompanied they should contact the nursery manager to discuss the reasons for their request
- If the investigations lead us to reasonably believe there are grounds for disciplinary action, with legal advice the nursery will write to the employee outlining the allegations against them, the basis of the allegations and the potential consequences. The employee will be invited to a disciplinary hearing to discuss the matter. They will be sent any copies of evidence which may be referred to in the hearing (e.g. witness statements, or a summary of the statements if the witness's identity is to remain confidential, and minutes of meetings).

Suspension

- If the nursery believes that you may be guilty of misconduct, which is considered (at our absolute discretion) to be serious misconduct, where relationships have broken down, or where we have any grounds to consider that our nursery property or responsibilities to other parties are at risk, or where we consider in the settings absolute discretion that the early years educator continued presence at the Company's premises would hinder an investigation, the nursery is entitled to suspend the employee on full pay
- Any such suspension will normally last only as long as required to enable an investigation into the circumstances giving rise to such belief of serious misconduct to be carried out and any disciplinary hearing to be convened

- Any such period of suspension is not a punishment, nor considered as disciplinary action against the employee, nor does it imply that any decision has been taken about the employee's case.

Stage 2: Invite to disciplinary hearing

- The nursery will hold the disciplinary hearing to discuss the allegations. The employee will have the right to bring a companion to the meeting. A companion may be a work colleague or trade union representative. The employee must inform the nursery prior to the meeting who their chosen companion is. If their companion is unreasonable, for example, where there may be a conflict of interest, the nursery manager may require the employee to choose someone else
- If the employee or their companion is unable to attend the meeting the employee should inform us immediately and we will arrange an alternative time and date. The employee must make every effort to attend the meeting and failure to do so without good cause may be treated as misconduct in itself.

Disciplinary hearing

- During the meeting the nursery manager or designated person leading the meeting will go through the allegations against the employee and the evidence that has been collated. The employee will be able to state their case and call relevant witnesses (provided the employee gives advance notice and we agree to their attendance) to support the case
- The nursery may adjourn the disciplinary meeting if further investigations need to be carried out and the employee will be given reasonable opportunity to consider new information
- The employee will be notified of the decision in writing, usually within seven working days of the hearing
- If the employee persistently fails to reply to invitations, or persistently fails to attend the arranged hearing without good cause, it may be carried out in their absence and they will be notified of the decision in writing. The employee will retain the right to appeal.

Appeal

- The employee will be given the opportunity to appeal the decision. If they wish to appeal, the employee should state their full grounds in writing and the letter should be sent to Claire Stokes within five working days from the date the decision was communicated to them
- The appeal meeting will be conducted impartially by the Operations Manager, where possible, who has not previously been involved in the case
- The employee will be able to bring a companion to the meeting and the companion may be a work colleague or trade union representative (as stated above)
- The nursery may adjourn the appeal hearing if further investigations need to be carried out and the employee will be given reasonable opportunity to consider any new information before the hearing is reconvened
- The nursery will inform the employee in writing of our final decision as soon as possible, usually within five working days of the appeal hearing.

There is no legal right to appeal beyond this stage.

Disciplinary penalties

In the first instance, where less serious offences are concerned, the nursery are most likely to give the employee a verbal warning. This warning will be recorded and a copy maintained in the employee's personnel file with a time scale for improvement or to not re-offend.

The right to a verbal warning is not part of the ACAS code. Many employers use verbal warnings as a first stage but you may prefer to use a written warning as the first stage depending on the circumstances.

The usual penalties for misconduct are set out below. No penalty should be imposed without a hearing. We aim to treat all employees fairly and consistently, and a penalty imposed on another employee for similar misconduct will usually be taken into account but should not be treated as a precedent. Each case will be assessed on its own merits.

The employee will not normally be dismissed for a first act of misconduct, unless it is decide it amounts to gross misconduct or the employee has not yet completed their probationary period.

First written warning

A first written warning may be authorised by the room leader. It will usually be appropriate for a first act of misconduct where there are no other active written warnings on the employee disciplinary record.

Final written warning

A final written warning may be authorised by the deputy manager. It will usually be appropriate for:

a. misconduct where there is already an active written warning on the employee record,
b. misconduct that we consider is sufficiently serious, to warrant a final written warning even though there are no active warnings on the employee record.

Dismissal

Dismissal may be authorised by the Manager. It will usually only be appropriate for:

a) any misconduct during the employee probationary period;
b) further misconduct where there is an active final written warning on the employee record; or
c) any gross misconduct regardless of whether there are active warnings on the employee record. Gross misconduct will usually result in immediate dismissal without notice or payment in lieu of notice (summary dismissal). Examples of gross misconduct are set out below.

Levels of authority

Nursery Managers have the authority to suspend an employee pending investigation. Only the nursery manager or deputy in charge and higher management has the authority to dismiss an employee as set out above.

Gross misconduct

In the case of gross misconduct, the nursery reserves the right to dismiss an employee without notice (or payment in lieu of notice) if, after investigation and a hearing, the management are satisfied that there is sufficient justification for so doing.

Duration of warnings

Under normal circumstances warnings will be valid for the following time periods, although these may vary according to the nature of the occurrence and may therefore be determined by mutual agreement at the time of issue:

- Verbal warning - six months
- First written warning - six months
- Final written warning - 12 months.

On expiry, warnings will be disregarded for future disciplinary purposes.

Alternatives to dismissal

In some cases the nursery, at the settings discretion, consider alternatives to dismissal. These must be authorised by the manager and will usually be accompanied by a final written warning. Examples include:

- Demotion/loss of seniority
- Change of role
- A period of paid suspension (or without pay where it is not possible for the early years educator to work because of an external legal or regulatory restriction on their ability to work)
- Loss of additional hours/overtime.

Examples of gross misconduct

Examples of what would constitute a gross misconduct offence include:

- Failure to inform the employer of a disqualification, either personally or a person living in the same household as the registered provider, or a person employed in that household
- Theft or the unauthorised possession of property belonging to the nursery, its employees or customers
- Assault on any employee or persons associated with the nursery
- Breach of confidence i.e. the divulging of confidential information relating to the nursery, its employees or clients
- Dishonesty, including the use of any funds, expenses or allowances for any other purpose than that for which they have been delegated by the nursery
- Being under the influence of drugs or alcohol whilst on duty
- Serious or persistent breaches of safety rules
- Fraud including falsification of work records and expense claims
- Signing or clocking in or out for another employee
- Physical assault, punishment towards a child e.g. hitting a child in chastisement or harsh disciplinary actions and/or threatening the use of corporal punishment which could adversely affect a child's well-being
- Discrimination and/or harassment in any way against a child/person
- Persistent failure to follow nursery documentary systems and procedures

- Unauthorised absence from work/unacceptable attendance levels
- Obscene language or other offensive behaviour
- Negligence in the performance of the employee duties.

Further behaviour that could constitute gross misconduct is not limited by the above list.

Examples of misconduct

Examples of what would constitute a misconduct offence include:

- Minor breaches of our policies including the Sickness absence policy, Mobile phone and electronic device use policy, Social networking policy and Health and safety - general policy
- Minor breaches of the employee contract
- Minor damage to, or unauthorised use of, nursery property
- Poor timekeeping
- Time-wasting
- Refusal to follow instructions
- Excessive use of nursery telephones for personal calls
- Excessive personal email or internet usage
- Smoking/vaping in designated no smoking/vaping areas.

As an organisation we take the health and wellbeing of early years educators and children seriously. As such, we would expect all early years educators working within the setting to abide by any government recommendations, laws and guidelines set for example rules on social distancing whether at work or in their private lives. Any breaches of government guidelines will be dealt with in accordance with our disciplinary procedures and may also be treated as misconduct.

EARLY LEARNINING OPPORTUNITIES STATEMENT

At Three Gables we promote the learning and development of all children in our care. We have a quality workforce with highly qualified early years educators who recognise that each child is an individual, focusing on their needs, interests, learning and development. Early years educator plan challenging and enjoyable experiences across the seven areas of the curriculum. Our early years educators are ambitious for our children and guide and plan what children learn reflecting on the different rates at which they develop and adjust practice appropriately. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive inclusive play environment for every child, so they develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and any areas requiring further support.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning and support their language development at home; and
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring that children are ready to benefit from the opportunities available to them when they begin year one.

We ensure that the educational programmes are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children and reflects the wide range of skills, knowledge and attitudes they will need as foundations for learning. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve. We may use the Development matters and Birth to 5 matters for guidance to support early years educators to plan and deliver the EYFS learning and development requirements.

We implement the Early Years Foundation Stage (EYFS) set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

If we are concerned about a child's progress in any areas of learning, Early Years Educators will discuss this with the child's parents and agree how best to support the child. Early Years Educators will consider whether a child may require any additional support, or if they may have a special educational need or disability which will require specialist support.

Assessment is an integral part of our practice, we carry out ongoing assessment (formative) through daily observations and ensure that this does not take us away from interacting with the children.

Summative assessment is carried out at set points of the year including:

- assessment on entry (starting point), including parental contributions. Progress check at age two (where applicable)
- the Early Years Foundation Stage Profile (where applicable) or any other summative assessment e.g. when children transition to new rooms or leave for school
-

We acknowledge parents as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home and have regular meetings with parents to keep them up to date with their child's progress.

We share information about the EYFS curriculum with parents and signpost them to further support via the following website: https://foundationyears.org.uk/

EMERGENCY LOCK DOWN POLICY

We take all reasonable steps to ensure the safety of children, early years educators and others on the premises, communicating policies clearly to early years educator on induction and through training. Parents are informed about the procedures through the website and reminders through newsletters.

In the event of an emergency requiring a full lock down, the following procedure will be implemented.

Emergency Lock down procedure

We will use the lock down procedure when the safety of the children, early years educators and others on the premises are at risk and we are better placed inside the current building, with doors and windows locked and blinds and/or curtains drawn.

We will activate this emergency procedure in response to a number of situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to early years educators and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to early years educators and children in nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery – as long as it is safer staying in the premises than leaving.

In this case the early years educator will be notified by the following action:

Insert action here:
Signal for lock down (10 short whistle blows)
Signal for all-clear (one long whistle blow for 5 seconds)

All individuals (including children) will remain in the area they are in, if safe to do so. If the children are outside, Early years educators are to promptly and calmly direct children into the building, if this will not endanger them. Early years educators will make efforts to close and lock doors wherever safe to do so.

All individuals will keep away from the windows and doors and children will be occupied in the centre of the room so they are not placed at risk or are able to see any situation developing outside.

Internal communications will be kept to a minimum. Communication between rooms will be through internal telephones, intercom systems, two-way radios or mobile phones.

The manager will ensure all children, early years educators and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation. The manager or acting manager will manage the situation dependent upon

the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency. In other cases where the situation has been alerted by the police or local area authority then the nursery will await further instructions.

Once the all-clear has been given externally, the manager will issue the all-clear internally. After this time the early years educators will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Any children showing worries or concerns will have one to one time with their key person to talk about these.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event a post-incident evaluation will be conducted to ensure that each child and early years educator was supported fully and the procedure went as planned. Ofsted will be informed.

Regular drills will be held to practice exercising the lock down procedures, using non-alarming scenarios.

ENVIRONMENTAL SUSTAINABILITY POLICY

At Three Gables we wish to support children to learn about sustainable practices and foster, respect and care for the living and non-living environments.

Children are able to develop positive attitudes and values about sustainable practices by exploring solutions to environmental issues, learning about the world around them and how to protect it and watching early years educators role model sustainable practices.

We promote a holistic, open ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- Helping children to explore nature through art and play
- Supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials
- Supporting the environment by learning how to grow and nurture plants in the nursery garden and discovering all about the food cycle by growing, harvesting and cooking food for our nursery menu
- Helping children to learn about water conservation, energy efficiency and waste reduction through play-based activities and adult interactions
- Going on nature walks within our natural garden and learning about plants they see
- Encouraging parents and children to regularly walk to nursery to raise the awareness of caring for the planet
- Developing a recycling area and encouraging children to share a recycling ethos in the home environment

As a nursery we will embed sustainability into all aspects of the operations including:

- recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- ensuring parents recycle children's take home recycled material models if they do not keep them
- considering our carbon footprint when purchasing materials
- turning off equipment and lights when not in use
- using energy saving light bulbs
- not leaving any equipment on standby
- unplugging all equipment at the end of its use/the day
- using energy saving wash cycles on the washing machine
- hanging washing out to dry and/or using clothes horses rather than tumble dryers where possible
- incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- using rain water butts for outdoor water play
- using food that we have grown in nursery meals

Working together with all our parents and partners will help our environment to be more sustainable and make it a better place for our future generations to grow up in.

We assess our nursery's impact on the environment on a regular basis and put procedures in place to counteract this impact.

In order to encourage children not to waste food or to play with food at mealtimes, we discourage the use of food as a play material; instead we encourage activities which involve preparing and tasting different types of food.

This policy is reviewed annually and is carefully considered in the best interests of the children, nursery and the environment.

EQUIPMENT AND RESOURCES POLICY

At Three Gables we organise the premises and equipment to meet the needs of all the children. We provide a wide range of high quality equipment and resources to support the delivery of our early years curriculum. We take reasonable steps to ensure the safety of children and ensure they are not exposed to risks.

To ensure this occurs within the nursery, including in our outdoor areas, we provide:

- Play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- A sufficient quantity of equipment and resources for the number of children registered in the nursery
- High quality resources to meet children's individual needs and interests to promote all areas of children's learning and development
- Opportunities to involve the children in decision making about new resources and equipment, where possible
- A wide range of books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Play equipment and resources which promote continuity and progression, provide sufficient challenges
- Sufficient storage so resources and equipment can be displayed for children to independently choose and select them
- Appropriate risk assessments and checks on all resources and equipment before first use to identify any potential risks and again regularly at the beginning and end of every session.

Cleaning and maintaining of all resources and equipment

We repair or replace any unsafe, worn out, dirty or damaged equipment whenever required. We maintain an inventory of resources and equipment, recording the date on which each item was purchased and the price paid for it. We carry out an evaluation of the effectiveness of the resources including the children's opinions and interests. Adults role model and discuss how to use and look after equipment and resources.

We encourage children to put resources back where they belong after use. We will often use silhouettes or pictures to support the children to do this.

FIRE SAFETY POLICY

At Three Gables we take reasonable steps to ensure the safety of children, early years educators and others on the nursery premises in the case of a fire or other emergency through our fire safety policy and emergency evacuation procedures.

The designated fire marshals are:

Westbourne – Chelsea Simpson and Laura Spicer

Ashley Cross – Josie Lane and Stephanie Saunders

We ensure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises. The manager/designated fire marshal ensures we have all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) are in working order and seeks advice from the local fire safety officer as necessary.

They also have overall responsibility for the fire drill and emergency evacuation procedures. These are carried out and recorded for each group of children every three months or as and when a large change occurs, e.g. a large intake of children or a new member of early years educator joins the nursery. These drills are planned to occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and early years educators participate in the rehearsals.

All early years educators receive fire safety and evacuation training (including as part of induction) to help them understand their roles and responsibilities. This includes the steps they must take to ensure the safety of children, for example keeping fire doors free from obstruction, how to safely evacuate the children and where the evacuation meeting point is situated. Each room has a specific evacuation plan, which includes information such as evacuating non-mobile babies and using alternative exits depending on where the fire may be situated.

The manager/designated fire marshal checks fire detection and control equipment and fire exits in line with the timescales within the checklist below.

Fire checklist

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)			
Fire extinguishers and blankets			
Evacuation pack			

Smoke/heat alarms			
Fire alarms			
Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside			

A deputy fire marshal is appointed to oversee this role when the fire marshal is absent which is the deputy manager.

Registration

An accurate record of all early years educators and children present in the building must be kept at all times with children and early years educators marked in and out on arrival and departure. An accurate record of visitors is kept in the visitor's book. These records must be taken out along with the register and emergency contacts list in the event of a fire.

No smoking/vaping policy

The nursery operates a strict no smoking/vaping policy – please see this separate policy for details.

Fire drill procedure

On discovering a fire:

- Calmly raise the alarm by shouting fire
- Immediately evacuate the building under guidance from the manager on duty/fire marshal (collection of an android tablet with the Instant Nursery Manager APP on which is each room leaders responsibility)
- Using the nearest accessible exit lead the children out, assemble on the nursery car park by outside storage
- Close all doors and windows behind you wherever possible
- Children within the garden are to move towards the vegetable garden and remain there until safe
- The baby room is to evacuate using the nearest door and will be helped by an early years educator from the 2-5's room
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- Wait for emergency services and report any unaccounted persons to the fire service and/or police.

If you are unable to evacuate safely:

- Stay where you are safe
- Keep the children calm and together
- Wherever possible alert the manager of your location and the identity of the children and other adults with you.

The room leaders are to:

- Pick up the nearest android tablet with IMN App on (which contains daily registers/parent contact details), nursery mobile phone, keys, visitor book and fire bag/evacuation pack (nappies, wipes and blankets)
- Telephone emergency services: dial 999 and ask for the fire service
- In the fire assembly point area – the nursery car park, check the children against the register
- Account for all adults: early years educators and visitors
- Advise the fire service of anyone missing and possible locations and respond to any other questions they may have.

Remember

- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for.

FOOD PLAY POLICY

At Three Gables we ensure any food we use for play with the children is carefully supervised. We will also use the following procedures to ensure children are kept safe:

- Choking hazards are checked and avoided
- We will not use whole jelly cubes for play. If we do use jelly to enhance our play then all jelly will be prepared with water as per the instructions and then use
- Heat treated flour will be used, where appropriate, to reduce risk of infection
- Small objects such as dried pasta and pulses will not be used for younger children
- Dried food that is used for play will be kept away from food used for cooking, and utensils used for food play will be washed thoroughly and stored separately to utensils used in food production or at mealtimes
- Foods that are cooked and used for play which have limited shelf life (such as dough) will be replaced on a regular basis. Cornflour, cooked pasta and cooked rice will be discarded after use due to the high risk of bacteria developing
- Food used for play will be presented in ways that clearly distinguishes it from food intended for eating - for example in tuff trays, with added food colouring, raw, etc. Children are discouraged from eating play food, and from putting equipment and utensils in their mouths. We will not use food in play unless it enhances the opportunities children are receiving from the activity. Much of the food will be reused in other activities, especially the dry materials.

GENERAL DATA PROTECTION REGULATION PRIVACY NOTICE

What is the purpose of this document?

We are committed to protecting the privacy and security of your personal information.

This privacy notice describes how the nursery collects and uses personal information about employees of the nursery ("employees"), children attending the nursery ("child" or "children") and the parents of the children ("parents") (known collectively as "you" or "your"), in accordance with the General Data Protection Regulation (GDPR).

The nursery is registered with the Information Commissioner's Office (ICO) as a data controller. This means that we are responsible for deciding how personal information about you is held and processed. We are required under data protection legislation to notify you of the information contained in this privacy notice. Our ICO registration number is available from the nursery or office manager.

This notice applies to employees, children and parents. This notice does not form part of any contract of employment or other contract to provide services. We may update this notice at any time but if we do so, we will provide you with an updated copy of this notice as soon as reasonably practical.

It is important that employees, children and parents read and retain this notice, together with any other privacy notice we may provide on specific occasions when we are collecting or processing personal information about you, so that you are aware of how and why we are using such information and what your rights are under the data protection legislation.

Data protection principles

We will comply with data protection law. This says that the personal information we hold about you must be:

- Used lawfully, fairly and in a transparent way
- Collected only for valid purposes that we have clearly explained to you and not used in any way that is incompatible with those purposes
- Relevant to the purposes we have told you about and limited only to those purposes
- Accurate and kept up to date
- Kept only as long as necessary for the purposes we have told you about
- Kept securely.

The kind of information we hold about you

Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data).

There are "special categories" of more sensitive personal data which require a higher level of protection, such as information about a person's health or sexual orientation.

Employees

We will collect, store, and use the following categories of personal information about employees:

- Personal contact details such as name, title, addresses, telephone numbers, and personal email addresses
- Date of birth
- Gender
- Marital status and dependants
- Next of kin and emergency contact information
- National Insurance number
- Bank account details, payroll records and tax status information
- Salary, annual leave, pension and benefits information
- Start date and, if different, the date of an employee's continuous employment
- Location of employment or workplace
- Copy of driving licence (where applicable)
- Recruitment information (including copies of right to work documentation, references and other information included in a CV or cover letter or as part of the application process)
- Employment records (including job titles, work history, working hours, holidays, training records and professional memberships)
- Personnel files and training records including performance information, disciplinary and grievance information, and working time records
- Information about your use of our information and communications systems
- Records of any reportable death, injury, disease or dangerous occurrence.

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about an employee's race or ethnicity
- Information about an employee's health, including any medical condition, accident, health and sickness records, including:
    - Where an employee leaves employment and under any share plan operated by a group company the reason for leaving is determined to be ill-health, injury or disability, the records relating to that decision
    - Details of any absences (other than holidays) from work including time on statutory parental leave and sick leave, and
    - Where an employee leaves employment and the reason for leaving is related to their health, information about that condition needed for pensions and permanent health insurance purposes.

Children

We will collect, store, and use the following categories of personal information about children:

- Name
- Date of birth
- Home address
- Dietary requirements

- Attendance information
- Photographs and video clips of the child to signpost children to where their belongings are stored at the nursery that they attend, and also for general display purposes
- Emergency contact should parents be unavailable and the emergency contact's contact details
- Record book for each child containing the work of the child whilst at the nursery, observations about the child's development whilst at the nursery from employees of the nursery, specific examples of the child's progress, photographs demonstrating the child's development whilst at the nursery, and personal details of the child (e.g. their date of birth) ("progress report")
- Records relating to individual children e.g. care plans, common assessment frameworks, speech and language referral forms
- Accidents and pre-existing injuries forms
- Records of any reportable death, injury, disease or dangerous occurrence
- Observation, planning and assessment records of children

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a child's race or ethnicity, spoken language and nationality
- Information about a child's health, including any medical condition, health and sickness records
- Information about a child's accident or incident reports including reports of pre-existing injuries
- Information about a child's incident forms, child protection referral forms and child protection case details and/or reports.

Parents

We will collect, store, and use the following categories of personal information about parents:

- Name
- Home address
- Telephone numbers, and personal email addresses
- National Insurance number
- Bank account details
- Audio recordings of telephone enquiries for training and quality assurance purposes

We may also collect, store and use the following "special categories" of more sensitive personal information:

- Information about a parent's race or ethnicity, spoken language and nationality
- Conversations with parents where employees of the nursery deem it relevant to the prevention of radicalisation or other aspects of the governments Prevent strategy under our Prevent Duty and Radicalisation policy.

How is your personal information collected?

Employees

We collect personal information about employees through the application and recruitment process, either directly from candidates or sometimes from an employment agency or background check provider. We may sometimes collect additional information from third parties including former employers, credit reference agencies or other background check agencies.

We will collect additional personal information in the course of job-related activities throughout the period of when an employee works for us.

Children and parents

We collect personal information about children and parents from when the initial enquiry is made by the parents, through the enrolment process and until the children stop using the nursery's services.

How we will use information about you

We will only use your personal information when the law allows us to. Most commonly, we will use your personal information in the following circumstances:

- Where we need to perform the contract we have entered into with you
- Where we need to comply with a legal obligation
- Where it is necessary for our legitimate interests (or those of a third party) and your interests and fundamental rights do not override those interests
- We may record telephone enquiries for training and quality assurance purposes to improve our services and early years educators performance.

We may also use your personal information in the following situations, which are likely to be rare:

- Where we need to protect your interests (or someone else's interests).

Situations in which we will use employee personal information

We need all the categories of information in the list above (see employee section within the paragraph entitled 'The kind of information we hold about you') primarily to allow us to perform our contracts with employees and to enable us to comply with legal obligations. The situations in which we will process employee personal information are listed below.

- Making a decision about an employee's recruitment or appointment
- Checking an employee is legally entitled to work in the UK. Paying an employee and, if an employee is an employee or deemed employee for tax purposes, deducting tax and National Insurance contributions (NICs)
- Providing any employee benefits to employees
- Enrolling you in a pension arrangement in accordance with our statutory automatic enrolment duties
- Liaising with the trustees or managers of a pension arrangement operated by a group company, your pension provider and any other provider of employee

benefits
- Administering the contract we have entered into with an employee
- Conducting performance and/or salary reviews, managing performance and determining performance requirements
- Assessing qualifications for a particular job or task, including decisions about promotions
- Gathering evidence for possible grievance or disciplinary hearings
- Making decisions about an employee's continued employment and engagement
- Making arrangements for the termination of our working relationship
- Education, training and development requirements
- Dealing with legal disputes involving employees, including accidents at work
- Ascertaining an employee's fitness to work
- Managing sickness absence
- Complying with health and safety obligations
- To prevent fraud
- To monitor your use of our information and communication systems to ensure compliance with our IT policies
- To ensure network and information security, including preventing unauthorised access to our computer and electronic communications systems and preventing malicious software distribution
- Equal opportunities monitoring.

Some of the above grounds for processing will overlap and there may be several grounds which justify our use of an employee's personal information.

Situations in which the nursery will use personal information of children

We need all the categories of information in the list above (see children section within the paragraph entitled 'The kind of information we hold about you') primarily to allow us to perform our obligations (including our legal obligations to children). The situations in which we will process personal information of children are listed below.

- Upon consent from the parents, personal data of children will be shared with schools for progression into the next stage of their education
- Where safeguarding concerns arise, we may share relevant personal information with local authorities or safeguarding agencies without parental consent where this is necessary to protect a child.
- The personal information of children will be shared with local authorities without the consent of parents for funding purposes
- Ofsted will be allowed access to the nursery's systems to review child protection records
- To ensure we meet the needs of the children
- To enable the appropriate funding to be received
- Report on a child's progress whilst with the nursery
- To check safeguarding records
- To check complaint records
- To check attendance patterns are recorded
- When a child's progress report is given to his/her parent in order for that

parent to pass the same progress report to a school for application or enrolment purposes.

Situations in which the nursery will use personal information of parents

We need all the categories of information in the list above (see parents section within the paragraph entitled 'The kind of information we hold about you') primarily to allow us to perform our contracts with parents and to enable us to comply with legal obligations. The situations in which we will process personal information of parents are listed below.

- The personal information of parents will be shared with local authorities without the consent of parents for funding purposes
- To report on a child's attendance
- To be able to contact a parent or a child's emergency contact about their child
- To ensure nursery fees are paid.

If employees and parents fail to provide personal information

If employees and parents fail to provide certain information when requested, we may not be able to perform the respective contracts we have entered into with employees and parents, or we may be prevented from complying with our respective legal obligations to employees, children and parents.

Change of purpose

We will only use your personal information for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If we need to use your personal information for an unrelated purpose, we will notify the employee, child or parent, as is appropriate in the circumstances, and we will explain the legal basis which allows us to do so.

Please note that we may process an employee's, a child's or a parent's personal information without their respective knowledge or consent, as relevant to the circumstances, in compliance with the above rules, where this is required or permitted by law.

How we use particularly sensitive personal information

"Special categories" of particularly sensitive personal information require higher levels of protection. We need to have further justification for collecting, storing and using this type of personal information. We have in place an appropriate policy document and safeguards which we are required by law to maintain when processing such data. We may process special categories of personal information in the following circumstances:

- In limited circumstances, with employee or parent explicit written consent
- Where we need to carry out our legal obligations or exercise rights in connection with employee employment
- Where it is needed in the public interest, such as for equal opportunities monitoring or in relation to our occupational pension scheme.

Less commonly, we may process this type of information where it is needed in relation to legal claims or where it is needed to protect an employee, a child or a parents' interests (or someone else's interests) and the employee, child or parent as is appropriate is not capable of giving consent, or where the employee or parent has already made the information public.

The nursery's obligations as an employer

We will use particularly sensitive personal information of employees in the following ways:

- We will use information relating to leaves of absence, which may include sickness absence or family related leaves, to comply with employment and other laws
- We will use information about the physical or mental health of an employee, or their disability status, to ensure employee health and safety in the workplace and to assess the fitness of employees to work, to provide appropriate workplace adjustments, to monitor and manage sickness absence and to administer benefits including statutory maternity pay, statutory sick pay, pensions and permanent health insurance
- We will use information about an employee's race or national or ethnic origin, religious, philosophical or moral beliefs, or an employee's sexual life or sexual orientation, to ensure meaningful equal opportunity monitoring and reporting.

Do we need employee consent?

We do not need the consent of employees if we use special categories of personal information in accordance with our written policy to carry out our legal obligations or exercise specific rights in the field of employment law.

In limited circumstances, we may approach employees for their written consent to allow us to process certain particularly sensitive data. If we do so, we will provide employees with full details of the information that we would like and the reason we need it, so that employees can carefully consider whether they wish to consent. Employees should be aware that it is not a condition of their contract with the nursery that they agree to any request for consent from us.

Information about criminal convictions

We may only use information relating to criminal convictions where the law allows us to do so. This will usually be where such processing is necessary to carry out our obligations and provided we do so in line with our Data protection and confidentiality policy.

Less commonly, we may use information relating to criminal convictions where it is necessary in relation to legal claims, where it is necessary to protect the interests of you (or someone else's interests) and you are not capable of giving your consent, or where an employee or a parent, as is relevant to the circumstances, has already made the information public.

We envisage that we will hold information about criminal convictions.

We will only collect information about criminal convictions if it is appropriate given the nature of the role and where we are legally able to do so, which includes but is not limited to Disclosure and Barring Service ("DBS") checks. Where appropriate, we will collect information about criminal convictions as part of the recruitment process or we may be notified of such information directly by you in the course of you working for us. We will use information about criminal convictions and offences in the following ways:

- To conduct a DBS check on each employee, to record the date of the DBS check, the number of the DBS check and the name of the body conducting the DBS check.

We are allowed to use your personal information in this way to carry out our obligations.
We have in place an appropriate policy and safeguards which we are required by law to maintain when processing such data.

Automated decision-making

Automated decision-making takes place when an electronic system uses personal information to make a decision without human intervention. We are allowed to use automated decision-making in the following circumstances:

- Where we have notified employees or parents of the decision and given the employee or the parent as is appropriate 21 days to request a reconsideration
- Where it is necessary to perform the contract with an employee or a parent and appropriate measures are in place to safeguard the employee's, the child's or the parent's rights as is appropriate
- In limited circumstances, with explicit written consent from the employee or the parent, as is appropriate, and where appropriate measures are in place to safeguard employee or parent rights.

If we make an automated decision on the basis of any particularly sensitive personal information, we must have either explicit written consent from an employee or a parent as is appropriate, or it must be justified in the public interest, and we must also put in place appropriate measures to safeguard an employee's or a parent's rights as is relevant in the circumstances.

You will not be subject to decisions that will have a significant impact on you based solely on automated decision-making, unless we have a lawful basis for doing so and we have notified the employee or the parent as is appropriate in the circumstances.

Data sharing

We may have to share employee, child or parent data with third parties, including third-party service providers and other entities in the group.

We require third parties to respect the security of your data and to treat it in accordance with the law.

Why might the nursery share employee, child or parent personal information with third parties?

We will share your personal information with third parties where required by law, where it is necessary to administer the working relationship with you or where we have another legitimate interest in doing so.

Which third-party service providers process my personal information?

"Third parties" includes third-party service providers (including contractors and designated agents), local authorities, regulatory bodies, schools and other entities within our group. The following third-party service providers process personal information about you for the following purposes:

- Local Authorities – for funding and monitoring reasons (e.g. equal opportunities and uptake of funded hours)

- Regulatory bodies – for ensuring compliance and the safety and welfare of the children
- Schools – to provide a successful transition by ensuring information about the child's progress and current level of development and interests are shared.

We will share personal data regarding your participation in any pension arrangement operated by a group company with the trustees or scheme managers of the arrangement in connection with the administration of the arrangements.

How secure is my information with third-party service providers and other entities in our group?

All our third-party service providers and other entities in the group are required to take appropriate security measures to protect your personal information in line with our policies. We do not allow our third-party service providers to use your personal data for their own purposes. We only permit them to process your personal data for specified purposes and in accordance with our instructions.

When might you share my personal information with other entities in the group?

We will share your personal information with other entities in our group as part of our Safeguarding policy and procedures.

What about other third parties?

We may share your personal information with other third parties, for example in the context of the possible sale or restructuring of the business. In this situation we will, as far as possible, share anonymised data with the other parties before the transaction completes. Once the transaction is completed, we will share your personal data with the other parties, if and to the extent required, under the terms of the transaction.

We may also need to share your personal information with a regulator or to otherwise comply with the law.

Do you transfer data internationally?

We do not transfer your personal data outside the United Kingdom.

If this changes, we will ensure that appropriate safeguards are in place to protect your

personal data in accordance with UK data protection laws.

Data retention

How long will you use my information for?

We will only retain your personal information for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements. Details of retention periods for different aspects of your personal information are available in our retention policy which is available from the manager. To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of your personal data, the purposes for which we process your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

In some circumstances we may anonymise your personal information so that it can no longer be associated with you, in which case we may use such information without further notice to you.

Telephone call recordings are retained for 90 days and then securely deleted unless required for investigation or legal purposes.

Once you are no longer an employee, or a child benefiting from the nursery's services or a parent, as is appropriate, we will retain and securely destroy your personal information in accordance with our data retention policy OR applicable laws and regulations.

Rights of access, correction, erasure, and restriction

Your duty to inform us of changes

It is important that the personal information we hold about you is accurate and current. Please keep us informed if your personal information changes during your working relationship with us.

Your rights in connection with personal information

Under certain circumstances, by law you have the right to:

- Request access to your personal information (commonly known as a "data subject access request"). This enables you to receive a copy of the personal information we hold about you and to check that we are lawfully processing it
- Request correction of the personal information that we hold about you. This enables you to have any incomplete or inaccurate information we hold about you corrected
- Request erasure of your personal information. This enables employees or parents to ask us to delete or remove personal information where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove your personal information where you have exercised your right to object to processing (see below)
- Object to processing of your personal information where we are relying on a

legitimate interest (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground. You also have the right to object where we are processing your personal information for direct marketing purposes

- Request the restriction of processing of your personal information. This enables employees or parents, as is appropriate, to ask us to suspend the processing of personal information about you for example if you want us to establish its accuracy or the reason for processing it
- Request the transfer of your personal information to another party.

If you want to review, verify, correct or request erasure of your personal information, object to the processing of your personal data, or request that we transfer a copy of your personal information to another party, please contact the manager in writing.

You have the right to lodge a complaint with the Information Commissioner's Office (ICO), the UK supervisory authority for data protection issues (www.ico.org.uk)

No fee usually required

You will not have to pay a fee to access your personal information (or to exercise any of the other rights).

What we may need from you

We may need to request specific information from you to help us confirm your identity and ensure your right to access the information (or to exercise any of your other rights).

This is another appropriate security measure to ensure that personal information is not disclosed to any person who has no right to receive it.

Right to withdraw consent

In the limited circumstances where you may have provided your consent to the collection, processing and transfer of your personal information for a specific purpose, you have the right to withdraw your consent for that specific processing at any time. To withdraw your consent, please contact your nursery or office manager. Once we have received notification that you have withdrawn your consent, we will no longer process your information for the purpose or purposes you originally agreed to, unless we have another legitimate basis for doing so in law.

Changes to this privacy notice

We reserve the right to update this privacy notice at any time, and we will provide you with a new privacy notice when we make any substantial updates. We may also notify you in other ways from time to time about the processing of your personal information.

If you have any questions about this privacy notice, please contact our data protection officer via info@brightstars-nurseries.com

I am an employee / parent (please circle the correct definition) and I acknowledge that on _____ (date), I received a copy of the nursery / office privacy notice for employees, children and parents and that I have read and understood it.

Signature……
Name ……
Nursery……

GRIEVANCE PROCEDURE

At Three Gables we follow our legal obligations as an employer at all times including hearing and investigating grievances. We have the following policy and procedures that set out our process.

Legal obligations

Our obligations as an employer are detailed in the ACAS Code of Practice on disciplinary and grievance procedures (2015). A full copy of the ACAS Code of Practice and the accompanying guidance can be obtained from the ACAS website www.acas.org.uk

We note that a failure to follow the code does not, in itself, make an organisation liable to formal proceedings at an employment tribunal, but failure to follow the code may result in any compensation award payable to be increased by up to 25%, or reduced by 25% if the employee does not comply.

Objectives and guiding principles

We recognise that an employee needs to feel that his or her grievance has been fully investigated and has received a fair hearing. The employee also needs to understand the reasons for the decision made by the manager who heard their grievance. The employee should then be given the opportunity to appeal against the decision. Their appeal should be submitted in writing and should be investigated and heard by someone more senior to the person who heard the initial grievance. The person allocated to hear the employee's appeal should be able to take a fresh and independent look at the issue. In our organisation the individual's immediate line manager deals with the grievance initially separately before being passed on to the manager the nursery.

ACAS advocates the use of mediation to resolve grievances, in an attempt to maintain a good working relationship and resolve issues within the workplace. We may decide to use such mediation where appropriate using ACAS support and guidance.

Our grievance procedure does not form part of any employees' contract of employment. It may be amended at any time and we may depart from it depending on the circumstances of any case.

This procedure applies to all employees regardless of length of service.

Our nursery believes that all employees should be treated fairly and with respect. We encourage all employees to try to resolve any grievance with the individual concerned on an informal basis, as most grievances can be resolved quickly through discussion. Your line manager will assist you with this if you feel this is the best route for you.

If this does not resolve the complaint, issue/ or problem you should initiate the formal process below.

Grievance process

Stage 1

Making your grievance

- You should put your grievance in writing and forward it to your line manager
- This written statement will form the basis of any investigations and the subsequent hearing, so it is important that you set out clearly the nature of your grievance and any dates and names of individuals involved. You should also indicate the outcome that you are seeking. If your grievance is unclear, you may be asked to clarify your complaint before any meeting takes place
- If your complaint relates to an issue with your line manager, the grievance may be sent to the Area Manager
- Before proceeding to a full grievance hearing, it may be necessary to carry out investigations of any allegations made by you. If any evidence is gathered in the course of these investigations, you will be given a copy long enough in advance of the hearing and appropriate for you to consider your response. In exceptional circumstances, the evidence given by individuals may have to remain confidential. Where confidentiality is necessary, this will be explained to you and an appropriate summary of the evidence gathered will be given to you.

Stage 2

The grievance hearing

The hearing will be held as soon as is reasonably possible following any investigations, and within five days working days of the receipt of your written complaint. It will be conducted by your line manager or another nominated manager if your complaint relates to an issue with your line manager. You are entitled to bring a companion to the grievance meeting if you make a reasonable request to do so. This request must be in advance of the meeting and you should tell us the name of your chosen companion. The companion may either be a trade union representative or a work colleague.

You should ensure that you attend the meeting where possible. If you are unable to attend because of circumstances beyond your control, you should inform your line manager as soon as possible and a further meeting will be re-arranged as soon as possible. If you fail to attend without explanation, or if it appears that you have not made sufficient attempts to attend, the hearing may take place in your absence.

During the hearing you will be given the opportunity to explain your complaint. Your explanations should focus on the complaint and not on irrelevant issues. The manager conducting the hearing will inform you if they believe the key issues are not being focused on. They may also set a reasonable timeframe for the meeting; this will be determined by the nature and complexity of your complaint.

The hearing may be adjourned to allow further investigations to take place. Following the meeting, you will be informed in writing of the outcome within five working days, where reasonably practicable, and told of any action that the nursery proposes to take as a result of your complaint, if applicable. If it is anticipated that further investigation is required and therefore the outcome cannot be provided within this timeframe, we will inform you as to when you can expect to receive the outcome.

If you are dissatisfied with the outcome, you may make a formal appeal in writing to nursery owner stating your full grounds of appeal, within five working days of the date on which the decision was sent or given to you.

Stage 3

We will hold an appeal meeting within 14 working days of receiving the appeal, where reasonably practicable. This will be dealt with impartially by a more senior manager, where applicable who has not previously been involved in the case. You will have the right to bring a companion, as explained above.

We will confirm our final decision in writing, usually within seven working days of the appeal hearing, where reasonably practicable. There is no further right of appeal.

Grievances linked to disciplinary matters

Complaints that you may have about any disciplinary action taken against you should be dealt with as an appeal under the disciplinary procedure.

Where an employee raises a grievance during a disciplinary process the disciplinary process may be temporarily suspended in order to deal with the grievance.

Where the grievance and disciplinary cases are related it may be appropriate to deal with both issues concurrently.

GUN AND SUPERHERO PLAY POLICY

We support all children's interests to further develop their play, learning and development, including the use of gun and superhero play, in line with the EYFS requirements and our Quality provision policy, Early learning opportunities statement and Promoting positive behaviour policy. Children will often take part in gun and superhero to make sense of the world around them. They may develop this interest from:

- Watching their favourite movie or TV characters involved in physical battles with weapons
- Witnessing an older sibling or parent playing an online game with weapons
- The child's parent working with guns as part of their professional job role
- First-hand experience of witnessing or involvement in traumatic experiences.

The benefits of supporting gun and superhero play are:

- Supporting children to follow their interests
- Developing imagination
- Resolving conflicts
- Building self-esteem
- Language development
- Supporting emotional development by making sense of their experiences
- Developing physical skills.

We believe all children should be free to follow their play in a safe environment with adults who can positively support their play. We implement the following procedures to ensure that this type of play is appropriately supported:

- Ensure early years educators give the same positive praise for children engaged in gun play and superhero play as they do for children engaged in other activities
- Engage with children and agree rules for gun play and superhero play so everybody can play safely
- Allocate an agreed zone for this type of play so children who do not want to get involved can play undisturbed
- Use superhero play to tell stories
- Look at real life heroes who help the children. Talk about what makes somebody a hero. Create our own display of heroes in the children's lives
- Include action figures and capes (squares of material) in our continuous provision.
- Talk about conflict resolution (age and stage appropriate) and different solutions for solving conflicts
- Be sensitive to the needs of children and families who may have experienced trauma, seeking the support of external professionals if needed.

HARASSMENT AND SEXUAL HARASSMENT RISK ASSESSMENT

Name of person carrying out risk assessment		Role	
Date of assessment		Review Date	

Hazard Add any hazards specific to your setting	Who may be harmed and how List here employees, students, parents, third party workers, etc. Include the method of harm	Current control measures Detail your present control measures If further action is required add this to the end of the document	Risk rating Severity X Likelihood
Workforce demographic and structure			
Identify any significant power imbalances, e.g. gender			
Identify if any age groups are more vulnerable, e.g. younger are more likely to experience harassment			
Identify if early years educator with disabilities are more vulnerable			
Working conditions			
Consider how lone working could affect the risk of harassment			
Identify if there is exposure to third parties, e.g. customers, contractors or members of the public			
Cultural environment			
Assess how common inappropriate banter or jokes are, as these can contribute towards harassment			
Evaluate past incidents and feedback around how incidents were handled			

Review whether the setting has a genuine zero-tolerance culture for harassment and sexual harassment			
Policy			
Review early years educator access to relevant policies and updates			
Assess early years educator understanding of your anti-harassment policies and procedures			
Training			
Assess early years educator confidence in recognising what harassment and sexual harassment looks like and what to do if they see or experience it			
Hazard Add any hazards specific to your setting	**Who may be harmed and how** List here employees, students, parents, third party workers, etc. Include the method of harm	**Current control measures** Detail your present control measures If further action is required add this to the end of the document	**Risk rating** Severity X Likelihood
Assess manager confidence in effectively handling complaints about harassment and sexual harassment			
Reporting procedures			
Review whether your reporting channels are clear, confidential and anonymous			
Assess whether all employees are aware of the reporting mechanisms			

Risk rating		Severity				
		Negligible (1)	Minor (2)	Moderate (3)	Major (4)	Extreme (5)
Likelihood	Almost certain (5)	Medium	High	High	Extreme	Extreme
	Likely (4)	Medium	Medium	High	High	Extreme
	Possible (3)	Low	Medium	Medium	High	High
	Unlikely (2)	Low	Medium	Medium	Medium	High
	Rare (1)	Low	Low	Low	Medium	Medium

Area for improvement	Action needed	Priority High, medium or low	Who will take action	Target date	Date achieved

HEALTH AND SAFETY- GENERAL

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

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

Legal framework

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

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

Aims and objectives

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

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

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- Establish and maintain safe working practices amongst early years educators and children
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that early years educator have access to regular health and safety training
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments

- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all early years educators, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low and we will maintain the maximum protection for children, early years educators and parents the nursery:

- Ensures all entrances and exits from the building, including fire exits are clearly identifiable, free from obstruction and easily opened from the inside
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensures that all early years educators, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- Has the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensures that all early years educators are aware of the procedure to follow in case of accidents for early years educators, visitors and children
- Ensures that all early years educators take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Ensures there are suitable hygienic changing facilities (see infection control policy)
- Prohibits smoking or vaping on the nursery premises
- Prohibits any contractor from working on the premises without prior discussion with the officer in charge
- Encourages children to manage risks safely and prohibit running inside the premises unless in designated areas
- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensures all cleaning materials are placed out of the reach of children and kept in their original containers
- Early years educators wear protective clothing when cooking or serving food
- Prohibits certain foods that may relate to children's allergies, e.g. nuts are not allowed in the nursery
- Follows the EU Food Information for Food Consumers Regulations (EU FIC). These rules are enforced in the UK by the Food Information Regulations 2014 (FIR). We identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- Follows the allergies and allergic reactions policy for children who have allergies or a reaction at the nursery
- Ensures risk assessments are undertaken on the storage and preparation of food produce within the nursery
- Familiarises all early years educators and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provides appropriately stocked first aid boxes and check their contents regularly
- Ensures children are supervised at all times

- Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors
- Ensures no student or volunteer is left unsupervised at any time
- Ensures early years educators paediatric first aid certificates are made available to parents.

Responsibilities

The designated Health and Safety Officer in Three Gables Westbourne is Chelsea Simpson and in Ashley Cross Josie Lane.
The nursery deputy will be responsible in her absence.

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

Whenever an early years educators notices a health or safety issue or problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the manager.

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

Health and safety training

The person responsible for monitoring early years educator training are the nursery managers.

Health and safety is covered in all induction training for new early years educators, by management.

Area	Training required	Who
Paediatric First aid	Course	All staff
Dealing with blood	In house training/course	All staff and students
Safeguarding & Child protection	In house training/course	All staff and students
Care of babies	In house training/course	At least half of the staff working with under 2's
Risk assessment	In house training/course	All staff
Fire safety procedures	In house training	All staff and students
Use of fire extinguisher	In house training/course	All staff where possible

Food hygiene	In house training/course	Anyone involved in preparing and handling food
Allergy awareness	In house training/course	All staff and students
Manual handling	In house training/course	All staff and students
Stress awareness and management	In house training/course	All staff
Changing of nappies	In house training	All staff
Fire warden duties	External course	Fire Warden
Medication requiring technical or medical knowledge e.g. Epi Pen	External course	As required
SENCO	External course	SENCO
Supervision and appraisal	External course	Manager, deputy and room supervisors

At least one early years educator is on the premises and available at all times when children are present MUST hold a full paediatric first aid (PFA) certificate in the nursery and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS. The 12 hour full PFA must be a full course and delivered consistent with the criteria set out in Annex A of the EYFS.
This must be renewed every three years.
In addition to this, all newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work and ongoing in order to be included in the required early years educator: child ratios at level 2 or level 3.
At nursery, we take in to account the number of children, early years educators, layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

The whole team at Three Gables are paediatric first aid trained.

Health and safety arrangements

- All early years educator are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources, cleaning equipment, legionella and lone working
- Risk assessments are reviewed at regular intervals and when arrangements change

- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our Visits and outings policy
- All equipment, rooms and outdoor areas are checked thoroughly by early years educator before children access them or the area. These checks are recorded and initialled by the early years educator responsible. Unsafe areas are made safe where possible or the area is not used to promote the safety of children. In these cases the manager will be notified immediately
- We provide appropriate facilities for all children, early years educator parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water
- We adhere to the Control of Substances Hazardous to Health Regulation (COSHH) to ensure all children, early years educators, parents and visitors are safe in relation to any chemicals we may use on the premises
- We identify and assess any water sources at risk of legionella[i], and manage these risks including avoiding stagnant water
- All early years educators and students receive appropriate training in all areas of health and safety which includes risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use benefit risk assessments for particular activities and resources for children
- We have a clear Accidents and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We have a clear fire safety policy and procedure, which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is shared with all early years educator, students, parents and visitors to the nursery
- We review accident and incident records to identify any patterns or hazardous areas
- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Early years educator and parents receive these updates, as with all policy changes, as and when they happen
- We welcome feedback from early years educator and parents. They are able to contribute to any policy through informal discussions, the suggestion scheme and/or during regular meetings held at nursery.

HEALTHY WORKPLACE POLICY

At Three Gables we are committed to providing a workplace which supports and encourages a healthy team through training, health and safety awareness and supervisions.

Dress code

Early years educators must follow our dress code at all times. The dress code is detailed in our uniform policy.

Early years educator breaks

It is the responsibility of the nursery manager to ensure that all early years educators working six hours or more take a break of 20 minutes, 30 minutes or 60 minutes dependant on hours worked and ensuring that ratios are maintained.

Early years educators under 18 require a break of 30 minutes in circumstances where they work 4.5 hours a day.
All breaks are taken away from an employee's normal work area.

Personal hygiene

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

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

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

Cleaning

The nursery is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice.

The nursery is cleaned daily and regular checks are made to the bathrooms. These are cleaned at least daily (more if necessary i.e. at lunch time).

The nappy changing facility will be cleaned after every use and potties will be cleaned out after every use.
Any mess caused throughout the day will be cleaned up as necessary to ensure that a hygienic environment is provided for the early years educators and the children in our care.

Kitchen

Early years educators are made aware of the basic food hygiene standards through appropriate training and this is updated every three years.

- Fridges are cleaned out weekly
- Microwave are cleaned after every use

- Toasters are cleaned after every use
- The oven is cleaned out regularly and details recorded
- Freezers are cleaned out every three months and details recorded
- Plates, utensils etc. are rinsed before putting in the dishwasher and the dishwasher is cleaned out regularly and details recorded
- All cupboards are cleaned out monthly
- Fridge and freezer temperatures are recorded first thing in the morning and last thing at night
- All food is covered at all times in and out of the fridge, dated to show when each product was opened and then used is date order
- Care is taken to ensure that food is correctly stored in fridges
- When re-heating food, the temperature food is over 75°C, checked with the probe thermometer and recorded, then cooled down before serving.
- Food prepared on the premises is checked with the probe thermometer before serving to ensure the food is cooked thoroughly
- Food served but not used immediately is appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food should be discarded immediately
- All opened packets are dated when opened and placed in an airtight container
- Surfaces are cleaned with anti-bacterial spray
- Only appropriate coloured kitchen cloths are used, they are changed daily
- All plugs are pulled out of their sockets at the end of each day and switches switched off where practicable (with the exception of the fridge and freezer)
- Children do not enter the kitchen except for supervised cooking activities
- Doors to the kitchen are kept closed and secure at all times when not in use.
- Kitchen bins are emptied when full and at the end of each day

Laundry Room

- Washing machines drawers etc. are cleaned regularly
- Tumble dryer lint filters are cleared after every use
- Early Years Educators follow HSE guidance on the safe use of tumble dryers including using the 'cool down' cycle is adequate to reduce the temperature of the items and not removing them from the dryer or piled/stacked while hot but as soon as the drying/cooling cycle is complete and only using it for items that appropriate (as per washing label)
- All early years educators are responsible for filling and emptying the washing machine and tumble dryer, folding clean clothing and other items.

Baby room

- We use a Tommee Tippee bottle preparation machine, that instantly prepares the bottle mixing the correct amount of water with the child's formula which is then ready to drink straight safely away. We use a sterilised probe to double check the temperature.
- If the prep machine is not available, bottles of formula milk are only be made up as and when the child needs them. These bottles are cooled to body temperature (37°C) and tested with a sterilised thermometer to ensure they are an appropriate temperature for the baby/child to drink safely

- Following the Department of Health guidelines, we will only use recently boiled water to make formula bottles (left for no longer than 30 minutes to cool). We do not use cooled boiled water and reheat
- Bottles and teats are thoroughly cleaned with hot soapy water and sterilised after use (they are not be washed in the dishwasher)
- Content of bottles are disposed of after two hours
- A designated area is available for mothers who wish to breastfeed their babies or who wish to express milk
- Labelled mother's breast milk is stored in the fridge
- If dummies are used they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Sterilisers are washed out daily.

Nursery

- Early years educators are trained to be aware of general hygiene in the nursery and ensure that high standards are kept at all times
- Regular toy washing rotas are established in all rooms and items recorded. Toys are washed with sanitising fluid
- Floors are cleaned during the day when necessary. Vacuum cleaner bags (where used) are changed frequently
- Early years educators are requested to use the appropriate coloured mop for the task or area and mop heads are washed in a separate wash at least weekly
- Low chairs are cleaned thoroughly after every use. Straps and reins must be washed weekly or as required
- Every child has its own cot sheet which is washed at the end of every week or whenever necessary
- All surfaces are kept clean and clutter free
- Children are always be reminded to wash their hands after using the bathroom and before meals. Early years educators should always encourage good hygiene standards, for example, not eating food that has fallen on the floor
- Early years educators and talk to the children about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

Early Years Educator room

- It is the responsibility of every early years educator to ensure that their staff room is kept clean and tidy
- Fridges are cleaned out weekly
- Microwave are cleaned after every use
- Surfaces are wiped down daily
- All implements used for lunch or break are washed and tidied away.

IMMUNISATION DISCLAIMER

Name of child	
Date of birth	

Statement	Acknowledgement (please ✓)
I/We acknowledge that all children can be exposed to diseases that can have serious, if not fatal, consequences, e.g. measles, mumps, meningitis, polio	
I/We are aware of the view of the NHS that the best way to protect children is by immunisation and that this will also help to protect other people with whom the child may come into contact in the setting, such as those with weakened immune systems or newborn babies	
I/We are aware of the view of the NHS that immunisation is the best defence against epidemics that can kill or disable both children and adults	
I/We assume full responsibility for my/our decision and confirm that I/we understand the associated risks and benefits and the importance of childhood immunisations in reducing the risk of my/our child contracting serious, potentially fatal diseases	

Please indicate which vaccines have been received by your child	✓
Diphtheria/Tetanus/Pertussis/Polio/Hib/Hep B	
Pneumococcal	
Men C	
Hib/Men C	
MMR1	
MMRV1	
Preschool Booster	
MMR2	
MMRV2	
Rotavirus	
Men B	
None of the above	

Name(s) of parent(s)	
Signature(s)	
Date	

IMMUNISATION POLICY

At Three Gables we expect and promote that children are vaccinated in accordance with the government's health policy and their age.

We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children, early years educators and parents in the best way possible. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.

We make all parents aware that some children in the nursery may not be vaccinated, due to their age, medical reasons or parental choice. Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations and ask parents to sign a disclaimer.

We record, or encourage parents to record, information about immunisations on children's registration documents and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.

Early years educator vaccinations policy

It is the responsibility of all early years educator to ensure they keep up-to-date with their vaccinations, as recommended by the NHS vaccination schedule and keep the nursery informed.

If an early years educator is unsure as to whether they are up-to-date, then we recommend that they visit their GP or practice nurse for their own good health.

Emergency information

We keep emergency information for every child and update it every six months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice on the Parent Information Board.

INCLUSION & EQUALITY POLICY

Statement of intent

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

A commitment to implementing our inclusion and equality policy is part of each employee's job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the nursery manager at the earliest opportunity.

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

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.
- Worker Protection Act 2023.

The nursery and early years educators are committed to:

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

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

Admissions and service provision

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

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

Recruitment

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoids discrimination. Redundancy selection will take account of the legal protections from redundancy, as described below.

Shortlisting will be done by more than one person where possible.

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

Application forms are sent out along with a copy of the equal opportunities monitoring form. Application forms do not include questions that potentially discriminate on the grounds specified in the statement of intent.

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

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

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

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

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

Early Years Educators

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

We foster a safe, inclusive, and positive work environment, with our leadership team ensuring policies are kept up-to-date, conducting risk assessments, providing regular training and monitoring to ensure effective implementation. These demonstrate taking 'reasonable steps' to ensure compliance with the duty to prevent harassment of our employees, including harassment from third parties

Early years educators will follow the Dealing with discriminatory behaviour policy where applicable to report any discriminatory behaviours observed. Our zero-tolerance approach includes having anonymous reporting procedures and dealing with any instances which arise via our disciplinary procedures.

Training

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

Training includes ensuring early years educator understand that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel. We encourage all early years to create a culture of zero tolerance towards discrimination and sexual harassment in our setting.

Early learning framework

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

We do this by:

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

Parent Information and meetings

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

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

We also consult with parents regularly about the running of the nursery and ask them to contribute their ideas.

INFECTION CONTROL POLICY

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

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

We follow the guidance below to prevent a virus or infection from moving around the nursery.
Our early years educators:

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

- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Early years educators are also requested to stay at home if they are ill and/or contagious.

In addition:

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

LATE COLLECTION AND NON-COLLECTION OF CHILDREN POLICY

At Three Gables we have morning, afternoon and all day sessions. Parents are able to collect their child from the nursery flexibly within this time period asking them to be no later than the session end time, for example if they attend the morning session we expect children to be collected no later than 1pm, and afternoon or all day session no later than 6pm. We understand that some parents may arrive earlier to collect their child, this is acceptable. However, the full fees still remain in place for the allocated session times.

We give parents information about the procedures to follow if they expect to be late. These include:

- Calling the nursery as soon as possible to advise of their situation and expected time of arrival
- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Asking a designated adult to collect their child wherever possible
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation
- If the designated person is not known to the nursery management, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password in order for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery after a reasonable amount of time (30 minutes) has been allowed for lateness, we initiate the following procedure:

- The nursery manager will be informed that a child has not been collected
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails, the manager will try the emergency contacts shown on the child's records. Where possible, we request two or more emergency contact numbers for each child
- The manager in charge and one other early years educator must stay behind with the child. During normal operating times, the nursery will plan to meet required early years educator ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record.
- In the event of no contact being made after one hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team.
- The nursery will inform Ofsted as soon as convenient
- The two early years educators will remain in the building until suitable arrangements have been made for the collection of the child
- The child's welfare and needs will be met at all times and to minimise distress early years educators will distract, comfort and reassure the child during the process

- In order to provide this additional care a late fee of £20.00 will be charged to parents if they are later then 10 minutes after the session end. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.
- Should late collection become a regular occurrence on a morning session, a full afternoon fee will be applied and each late collection will be logged on an incident record.

We would contact:	
Children's Social Care Out Of Hours Service -Out of hour's duty officer: 01202 738256 (Monday to Friday, from 5pm to 9am / all day Saturdays and Sundays / all bank holidays, including Christmas Day and New Year's Day)	
Outside of these times, you should use the normal daytime contact numbers for the service you need. If you do not have a number, or are not sure which to call, you can call: • 01202 123334 • E-mail - childrensfirstresponse@bcpcouncil.gov.uk	
Ofsted	0300 123 4666

LONE WORKING POLICY

At Three Gables we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area
- Following a child's interest, as this may lead early years educator away with a child to explore an area
- Supporting children in the toilet area
- Individual duties of team members, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and early years educators working outside operating hours.

On the rare occasions that lone working within a room does take place we ensure that a specific risk assessment is completed prior to this taking place, including ensuring that:

• How early years educators can manage with a variety of tasks such as talking to parents and supervising children safely
• That each early ears educator required to work alone has the required qualification/training and/or skills for the role; e.g. holds a level 3 qualification, paediatric first aid, safeguarding and child protection training and basic food hygiene
• That early years educators working alone are competent in their role
• That the early years educator can call on others in an emergency, including evacuation or lock down procedures
• There are procedures in place to check in on the early years educator and cover for breaks
• The early years educator and children are safeguarded at all times (relating to safeguarding children and child protection policies)
• Ratios are maintained at all times.

Public liability insurance for lone working will be sought where applicable.

Employees' responsibilities when left in a room alone include ensuring:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work
- To ensure they have access to a telephone or walkie talkie at all times in order to call for help if they need it, or for management to check their safety if they are concerned
- Ensure that the building remains locked so no one can walk in unidentified
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when left in the building alone:

- To ensure the early years educator working alone is competent and confident to carry out any safety procedures e.g. fire evacuation or lock down
- To ensure that the employee has the ability to contact them or a member of the team event if their lone working is outside normal office hours (i.e. access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call
- To ensure that employees have the ability to access a telephone whilst lone working
- If reporting in arrangements have been made and the employee does not call in, to follow it up.

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.

LOOKED AFTER CHILDREN POLICY

At Three Gables we are committed to providing a welcoming and inclusive quality environment for all children and families.

Definition and legal framework

The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC. Looked after children can also be referred to as 'children in care', a term which many children and young people prefer.

The legal framework for this policy is underpinned by or supported through:

- Childcare Act 2006
- Children Act (1989 and 2004)
- Adoption and Children Act (2002)
- Children and Young Persons Act (2008)
- Children and Families Act (2014)
- Children and Social Work Act (2017).

Our policy

Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with the carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there are a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our early years educators are committed to doing all they can to support all children to achieve their full potential. The early years educators are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for where appropriate. Early years educators are supported by management at all times and we have an open door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under local authorities' assessment frameworks or Early Help Assessment (EHA) and to any multi-agency meetings, case conferences or strategy meetings in

relation to the child's learning and development. The designated person for looked after children and the child's key person will attend meetings as appropriate.

The designated persons for 'looked after children' is Chelsea Simpson and Laura Spicer at Westbourne; and Ashley Cross are Josie Lane and Stephanie Saunders.

Each child is allocated a key person. The key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child, carers and any other agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary the designated SENCO and key person will develop a care plan with the child's carers and any relevant professionals. This will include:

- The child's emotional needs and how they are to be met
- How any emotional issues and problems that affect behaviour are to be managed
- The child's sense of self, culture, language/s and identity - how this is to be supported
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- Where applicable, how any special educational needs and/or disabilities will be supported.

In addition, the care plan may also consider:

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals and how it will be recorded and stored
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed
- Who may collect the child from nursery and who may receive information about the child
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in this planning
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged two to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated 'looked after children' person (nursery/deputy manager) will work together to ensure any onward transition to school or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of artwork and mark making will be passed on to the carer at this stage.

Key contact details:
During normal working hours (Monday to Friday, 9am to 5pm):

- Children's First Response Hub: Call 01202 123 334. This is the single point of contact for Children's Social Care and Early Help in BCP.

- Children's Social Care: You can also contact the specific Children's Social Care team if you know which one to contact. The general number is 01202 126707.

Out of hours (evenings, weekends, and bank holidays): Children's Social Care Out of Hours service: Call 01202 123 334. This service provides emergency response for children who are in crisis, need urgent help, or are at serious risk of significant harm.

Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote their welfare.

A privately fostered child is a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation etc. for more than 28 days and where the care is intended to continue by someone other than:

- The parents
- A person who is not a parent but has parental responsibility
- A close relative
- The Local Authority.

It is a statutory duty for us to inform the local authority where we are made aware of a child who may be subject to private fostering arrangements. We will do this by contacting the local authority children's social care team.

LOW LEVEL CONCERN FORM

Please use this form to share any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult may have acted in a way that:

- Is inconsistent with the early years educator Code of conduct, including inappropriate conduct outside of nursery, and
- Does not meet the allegation threshold, or is otherwise not serious enough to merit a referral to the LADO.

Provide a concise record including:

- Brief details of the circumstances in which the low-level concern arose
- Details which are chronological and precise.

Use a separate sheet if necessary.

Sign and date the form and return to the DSL/manager.

Date	Details of concern

Name of staff member	Role
Date	Signed

Received by	
Date	
Action taken	

LOW LEVEL CONCERN POLICY

Introduction

At Three Gables we are committed to safeguarding children and promoting their welfare at all times.

This policy applies to all concerns (including allegations) about early years educators, including students, volunteers and agency staff. We ensure that all those working with children behave appropriately and the early identification and prompt and appropriate management of concerns about adults is critical to effective safeguarding. This section is based on concerns that do not meet the harm threshold, as defined in Keeping Children Safe in Education.

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.
Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the nursery
- Pre-employment vetting checks.

Definition of 'low-level' concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in, or on behalf of, the nursery may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of nursery
- Does not meet the harm threshold or is otherwise not considered serious enough to consider a referral to the local authority designated officer (LADO).

The behaviour of the early years educator, student or volunteer may not relate directly to a particular child or children but may raise an issue or issues of concern with respect to safeguarding a child/children. This may potentially call into question the adult's suitability to work with children.

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.
- Inadvertent or thoughtless behaviour
- Behaviour that might be considered inappropriate depending on the circumstances
- Behaviour which is intended to enable abuse.

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all early years educators to share low-level concerns so that they can be addressed appropriately.

We create this culture by:

- Ensuring all early years educators are clear about what appropriate behaviour is, and are confident in differentiating expected and appropriate behaviour from concerning, challenging or inappropriate behaviour, in themselves and other adults
- Having clear policies and procedures
- Empowering early years educators to share any low-level concerns
- Empowering early years educators to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to reflect on and identify any weakness in the nursery safeguarding procedure.

A low-level concern about a early years educators should be reported to the Designated Safeguarding Lead (DSL) and the manager following the nursery Safeguarding children and child protection procedures. Early years educator should use the nursery Low-Level Concerns Reporting Form.

Responding to low-level concerns

- If the concern is raised via a third party, the DSL/manager will collect evidence where necessary by speaking directly to the early years educator who raised the concern, unless it has been raised anonymously, regardless of whether a written summary or low-level concerns form has been provided
- If the early years educator member who raises the concern does not wish to be named, then the nursery should respect that person's wishes as far as possible. However, there may be circumstances where the early years educator member who raises the concern will need to be named (for example, where it is necessary in order to carry out a fair disciplinary process) and, for this reason, anonymity should never be promised to members of early years educator who share low-level concerns. Where possible, we will to encourage early years educator to consent to be named, as this will help to create a culture of openness and transparency
- The DSL/manager will speak to any potential witnesses, unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted
- The DSL/manager will speak to the early years educator member about whom the low-level concern has been raised, unless advised not to do so by the LADO/other relevant external agencies, where they have been contacted

- The DSL/manager will use the information collected to categorise the type of behaviour and determine any further action, in line with our early years educator Code of conduct
- Allegations that meet the harm threshold will be referred to the LADO for advice
- Low-level concerns that the nursery feel may need further guidance on will be referred to the LADO for advice
- Low-level concerns that the nursery feel we can deal with internally will be dealt with via the nursery Safeguarding children and child protection procedures and/or Disciplinary procedures
- Where a low-level concern relates to agency early years educator, we will notify the agency, so any potential patterns of inappropriate behaviour can be identified.

Record keeping

All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern was raised, any action taken and the reasons for decisions and action taken.

Records will be:

- Reviewed so that potential patterns of concerning, difficult or inappropriate behaviour can be identified
- Retained at least until the volunteer, student or early years educator leaves employment at the nursery
- Kept confidentially, held securely and comply with Data Protection Act 2018 (DPA 2018) and UK GDPR procedure.

Reviewing low-level concerns

When reviewing records of low-level concerns, patterns of concerning, challenging or inappropriate behaviour may be identified. When this occurs, the DSL/manager will decide on a course of action, which may include:

- Disciplinary investigation and/or proceedings
- Management advice, including recommendations for training
- Referral to the LADO (where a pattern of behaviour moves from a concern to meeting the harm threshold).

Pre-employment references

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority(LADO) and is found to be substantiated

and/or

- The concern (or group of concerns) relates to issues which would be included in a reference, such as misconduct or poor performance.

MANAGING EXTREME WEATHER POLICY

At Three Gables we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these incidents impact on the ability of the nursery to open or operate, we will contact parents via phone and/or email.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Flood

In the case of a flood we will follow our critical incident policy to enable all children and early years educators to be safe and continuity of care to be planned for.

Snow or other severe weather

If high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the manager will decide whether to close the nursery. This decision will take into account the safety of the children, their parents and the team. In the event of a planned closure during the nursery day, we will contact all parents to arrange for collection of their child.

In the event of early years educators shortages due to snow or other severe weather, we will contact all available off duty early years educator and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all options have been explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the nursery.

Heat wave

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

Early years educators will make day-to-day decisions about the length of time spent outside depending on the strength of the sun and find the right balance to protect children from sunburn by following the NHS guidance. The benefits are discussed with parents and their wishes followed with regard to clothing, hats and sun cream.

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

- Children must have a clearly labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design to provide additional protection i.e. with an extended back and side to shield children's neck and ears from the sun

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

Vitamin D

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

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

MANUAL HANDLING POLICY

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

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

Preventing injuries

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

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

Our manual handling assessment considers the following:

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

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

Planning and procedure

- Think about the task to be performed and plan the lift
- Consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Never attempt manual handling unless you have read the correct techniques and understood how to use them
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be at particularly at risk of injury. Complete Risk Assessments as required.
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going
- Assess whether you can lift the load safely without help. If not, get help.

- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Ensure lighting is adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

Carrying children

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

Position for lifting

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

Lifting

Always lift using the correct posture:

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

Moving a child or load

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

The task

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

The environment

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

The individual

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and appropriate encourage children to use steps up to the changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process
- Use cots with a low side and avoid bending to lift babies from their cot.

MEDICATION POLICY

At Three Gables we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see 'sickness & illness' and 'infection control' policies). If a child requires medicine, we will obtain information about the child's needs for this and will ensure this information is kept up to date.

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

Medication prescribed by a doctor, dentist, nurse or pharmacist

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

- Where medication is “essential” or may have side effects, discussion with the parent will take place to establish the appropriate response.

Non-prescription medication

- The nursery will not administer any non-prescription medication containing aspirin
- The nursery will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner
- On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or anti-histamine in particular circumstances such as an increase in the child’s temperature or a wasp or bee sting. This form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the nursery CANNOT contact the parent
- An emergency nursery supply of pain or fever relief and antihistamines will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child’s parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form.
- Giving non-prescription medication will be a last resort and the nursery early years educator will use other methods first to try and alleviate the symptoms (where appropriate). The child will be closely monitored until the parents collect the child
- For any non-prescription cream for skin conditions e.g. Sudocream, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child’s name
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- As with any kind of medication, early years educators will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given
- The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

Injections, pessaries, suppositories

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

Early Years Educators medication

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

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

Where early years educators may occasionally or regularly need medication, any such medication must be kept in the person's locker/separate locked container in the early years educator room or nursery room where the early years educator may need easy access to the medication such as an asthma inhaler. In all cases it must be stored securely out of reach of the children, at all times. It must not be kept in the first aid box and must be labelled with the name of the early years educator.

Storage

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

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

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

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

MENOPAUSE POLICY

Introduction

Menopause is the time during an individual's life when menstruation periods permanently stop and an individual experiences hormonal changes. It is defined as occurring when the individual has experienced no periods for 12 consecutive months and no other biological or psychological cause can be identified. However, menopausal symptoms can begin months or years before periods stop and this stage is known as the perimenopause. According to the NHS website symptoms last around four years after an individual's last period, although some can experience them for much longer.

The purpose of this policy is to provide details of how the nursery will support our early years educators who may be experiencing issues as a result of symptoms of the menopause. We aim to create a culture that encourages discussions to take place about any matters associated with the menopause and to create supportive working environment.

Aims

The aims of this policy are to:

- Foster an environment in which colleagues can openly and comfortably instigate conversations or engage in discussions about menopause
- Ensure everyone understands what menopause is, can confidently approach the subject and are clear on our policy and practices
- Educate and inform early years educators about the potential symptoms of menopause and how they can support individuals experiencing these symptoms at work
- Ensure that those who are experiencing menopause symptoms feel confident to discuss them and ask for any support and reasonable adjustments so they can continue to be successful in their roles
- Reduce absenteeism due to menopausal symptoms
- Assure individuals that as a responsible employer, we are committed to supporting their needs during menopause.

Employee responsibilities

All employees should contribute to a respectful working environment and be willing to support colleagues who may be experiencing the menopause. It is important that employees talk openly with their line manager if they need support with menopausal symptoms. All employees are responsible for:

- Taking personal responsibility to look after their health
- Being open and honest in conversations with managers
- Contributing to a respectful and productive working environment
- Being willing to help and support their colleagues
- Understanding any necessary adjustments their colleagues are receiving as a result of their menopausal symptoms.

During any discussions, your manager will consider your individual situation and evaluate if any adjustments can be made. Your individual needs will be addressed sensitively and confidentiality will be maintained.

Employer responsibilities

Managers are responsible for:

- Ensuring that no one experiences less favourable treatment as a result of the menopause
- Ensuring that any conversations are kept strictly confidential
- Putting in place any required support and/or adjustments where reasonably possible
- Recording any agreements made
- Holding regular reviews with employees regarding support required, including follow up meetings to review adjustments that have been made
- Seeking additional advice from occupational health where necessary
- Agreeing with the employee if other colleagues should be informed about any adjustments that have been agreed (even if the reason is not disclosed).

When responding to an employee experiencing difficulties caused by menopause, managers will maintain an open-door policy so that employees feel comfortable in approaching them. They will support early years educators to talk openly about their current situation and will not make presumptions about how it is affecting them.

We understand that employees may feel uncomfortable discussing personal information with their manager. If this is the case, they are encouraged to discuss their situation with another senior member of team.

Workplace adjustments

As with any longstanding health-related condition, sympathetic and appropriate support from the nursery is crucial to provide employees with the support that they need. Above all, it is important to listen to individuals and respond sympathetically to any requests for adjustments at work.

There are numerous symptoms of the menopause that can affect an individual both physically and mentally. The menopause affects individuals in different ways and symptoms can start during the perimenopause and last for many years.

Some of the more common symptoms include:

- Hot flushes
- Difficulty sleeping
- Fatigue
- Headaches
- Low mood or anxiety
- Problems with memory or concentration
- Anxiety
- Heavy and/or painful periods
- Panic attacks.

The following options are available to any employee who may be experiencing menopausal symptoms, depending on the needs of the individual and the business needs of the nursery.

Flexible working

We recognise that flexibility may be of significant benefit to someone who is experiencing menopausal symptoms. The Special considerations for employees policy describes ways in which the nursery may be willing to consider temporary changes to working arrangements, such as more frequent breaks or a change to start and finish times. If an employee does not wish to temporarily change their working arrangements, then this should be discussed with their line manager and any agreed changes will be regularly reviewed with the early years educator.

Temperature control

We strive to achieve a comfortable working temperature for employees. We will allow flexibility within the dress code where reasonable. We will also consider any other appropriate adjustments, for example changing an employee's work location including to nearer a window, providing blinds on windows, ensuring there is always the opportunity to access toilet facilities or providing cooling aids such as a desk fan.

Sickness absence

See the Absence management procedure.

If an employee is unwell due to menopausal symptoms, the nursery will provide them with all reasonable support during this period. It is important that employees feel that they are able to be open with their line managers about the reasons for any absences and feel supported by them. We would also encourage employees to discuss any relevant concerns with their GP and confirm to the nursery any relevant advice that the GP has provided.

Available support

Employees are encouraged to inform their line manager at an early stage if they are experiencing menopausal symptoms that could affect their work to ensure that symptoms are treated as an ongoing health issue rather than as individual instances of ill health.

Early notification will also help line managers to determine the most appropriate course of action to support an employee's individual needs. Employees who do not wish to discuss the issue with their direct line manager may find it helpful to have an initial discussion with a trusted colleague or another manager instead.

Employees and managers may find external sources of help and support useful including the following:

Information about the menopause, menopausal symptoms and treatment options (https://www.menopausematters.co.uk/)

Support for women experiencing premature menopause or premature ovarian insufficiency (https://www.daisynetwork.org/)

Information about events where strangers gather to eat cake, drink tea and discuss the menopause (https://www.menopausecafe.net/)

https://www.nhs.uk/conditions/menopause/

MISSING CHILD FROM NURSERY PROCEDURE

At Three Gables we take all reasonable steps to ensure the safety of children on the premises, we only release children into the care of individuals who have been notified us by the parent and have safety systems in place to ensure that children do not leave the premises unsupervised. We have high handles with a double lock on the front door and baby unit door, locks on all windows which are closed unless the room is occupied.

In the unlikely event of a child going missing within or from the nursery, we have the following procedure which will be implemented immediately:

- All early years educators will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The nursery manager will be informed immediately and all early years educators present will be informed. Some early years educators will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some early years educators remain with the other children so they remain supervised, calm and supported throughout
- The manager will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted
- A second search of the area will be carried out and the manager will check the nursery CCTV that monitor the nursery entrances/exit
- During this period, available early years educators will be continually searching for the missing child, whilst other early years educator maintain as near to normal routine as possible for the rest of the children in the nursery
- The manager will meet the police and parents
- The manager will then await instructions from the police
- In the unlikely event that the child is not found the nursery will follow the local authority and police procedure
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- Ofsted will be contacted and informed of the incidents
- With incidents of this nature parents, carers, children and early years educators may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention early years educators will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced

MISSING CHILD FROM OUTINGS PROCEDURE

At Three Gables we take all reasonable steps to ensure children are kept safe while on outings. We assess the risks or hazards that may arise for children and identify steps to remove, minimise and manage those risks and hazards. This includes the consideration of adult to child ratios and carrying out regular head counts of children throughout any outing or visit.

In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

- All early years educators are aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The designated person in charge or most senior early years educator is informed. Some early years educators will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout
- If appropriate, on-site security will also be informed and a description given
- The designated person / most senior early years educator in charge will immediately inform the police
- The designated person most senior early years educator in charge will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge
- During this period, some early years educators will be continually searching for the missing child, whilst other early years educator maintain the safety and welfare of the remaining children
- It will be the designated person in charge or most senior early years educators responsibility to ensure that there are adequate early years educators to care for the children and get them back safe, an early years educator will meet the police and someone to continue the search (this may mean contacting relief early years educators)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and early years educators may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention early years educators will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

MOBILE PHONE & ELECTRONIC DEVICE USE POLICY

Mobile phones and other electronic devices with imaging and sharing capabilities

At Three Gables we promote the safety and welfare of all children in our care. We believe our early years educators should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow our early years educators to use personal mobile phones, smartwatches or other electronic devices with imaging and sharing capabilities that can make or receive calls, messages or video calls.
A step counter watch that only has the capacity to count steps and tell the time is allowed to be worn during working hours.

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

This policy should be used in conjunction with our online safety policy and acceptable IT use policies, to ensure children are kept safe when using the nursery devices online.

Our early years educators must adhere to the following:

- Mobile phones or other electronic devices with imaging and sharing capabilities are stored safely and securely in the early years educator room at all times during the hours of your working day, they are always away from the children
- Mobile phones or other electronic devices with imaging and sharing capabilities can only be used on a designated break and this is away from the children
- A step counter watch that only counts steps and is not attached to your phone at any time during your working day, is permitted to be used.
- No personal device is allowed to be connected to the nursery Wi-Fi at any time
- The use of nursery devices such as tablets, must only be used for nursery purposes
- The nursery devices do not have any social media or messaging apps on them
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age appropriate and safe apps will be accessible to our early years educators or children using them
- Passwords and/or passcodes for nursery devices must not be shared or written down, and will be changed regularly
- During outings, our early years educators will only use mobile phones belonging to the nursery
- Only nursery owned devices will be used to take photographs or film videos. These devices will only be used in the presence of other early years educators.
- Nursery devices will not be taken home with early years educators and will remain secure at the setting when not in use.
- Early Years Educators must delete images/videos from devices, or store them in agreed folders, once they have been used for their purpose. Managers will check image folders regularly.

Parents' use of mobile phones and smartwatches

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

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

Visitors' use of mobile phones and smartwatches

Visitors are not permitted to use their mobile phones or other personal devices with imaging and sharing capabilities, e.g. smart glasses whilst at nursery and are asked to leave them in a safe secure place, such as the nursery office, for the duration of their visit.

Photographs and videos

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

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

If a parent is not satisfied about one or more of these uses, we will respect their wishes and find alternative ways of recording their child's play or learning.
Our early years educators are not permitted to take any photographs or recordings of a child on their own information storage devices e.g. cameras, mobiles, tablets, smartwatches or other electronic devices with imaging and sharing capabilities and may only use those provided by the nursery. The education manager will monitor all photographs and recordings to ensure that the parents' wishes are met, and children are safeguarded.
Photographs or videos recorded on nursery mobile devices will be transferred to the correct storage device to ensure no images are left on these mobile devices.

Parents and children are not permitted to use any personal devices with imaging and sharing capabilities on the nursery premises without the prior consent of the manager.

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

Online Learning Journals and Well-Being

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

We carry out routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices and remind early years educators of the Whistleblowing policy if they observe early years educator breaching these safeguarding procedures.

MORE ABLE AND TALENTED CHILDREN POLICY

At Three Gables we plan our teaching and learning so that each child can aspire to achieve their full potential.

The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our nursery who have been identified as 'more able' and/or 'talented' and extend their learning to challenge them further.

'More able' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects.

'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

With this in mind we will ensure all children are fully supported and challenged by:

- Working together with parents and carers to establish starting points on entry to nursery
- Observing, assessing and planning activities in line with the individual child's needs and interests
- Providing challenging next steps to enhance the learning opportunities
- Where applicable, working with the nursery SENCO (see SEND policy), other services and professionals to ensure we can fully support the child's individual needs
- Working with the child's future primary school to provide activities that will stretch the child further in line with the child's future curriculum
- Support transitions by providing key information to the next provision

We ensure early years educators are aware of some early development signs of children that may be more able or talented including the following indicators:

More able children in language and literacy:
Are able to read and respond to a range of texts at a more advanced level
Use a wide vocabulary and variety of words in conversations and play
Are able to write fluently and with little support

More able children in mathematics:
Explore a broader range of strategies for solving a problem
Establish their own strategies for problem solving
Are able to manipulate numbers in a wide range of ways e.g. adding, subtracting.
The management monitors all outcomes for children by tracking cohorts and individual children across the whole setting. This will include more able and talented children.

Management will ensure that all children are progressing at an appropriate rate from their starting points through challenging and supportive activities and opportunities.

MULTIPLE BIRTH FAMILIES POLICY

At Three Gables we aim to ensure that all families are included and supported fully, no matter how big or small. There are more and more multiple births occurring in the UK, with twins, triplets and even more. As a nursery we accommodate all families and work together with parents to ensure all children are treated as individuals and supported to make the best progress they can.

This policy should be read in conjunction with our Settling in Policy and Partnership with Parent Policies. In addition to these to support the needs of multiple birth families, we will:
In addition to these, to support the needs of multiple birth families we will:
• Acknowledge multiple birth relationships as special and to be celebrated as well as encouraging children to develop as individuals
• Work with parents to explore each child's individual preferences, interests, needs and starting points including, where applicable, ways for early years educator to identify them
• Complete individual forms for each child to discover their individual routines, specific requirements, dietary needs etc.
• Recognise and celebrate all individual achievements
• Report back on each child separately at the end of the day to the parents
• Consider separation if this is beneficial for their development. Parents, and where appropriate, the children, will be involved in the decision for when, where and how this may occur (e.g. focused activities, outdoor play)
• Arrange parental consultations for each child. Each child will receive the same time during the consultation as any other child in the setting. Assessments will be shared based on their individual progress and comparisons between the children will not be made, any concerns will be discussed as per SEND policy
• Understand that each child is unique and not expect them to behave in the same manner, excel in the same areas or enjoy the same activities.

NAPPY CHANGING POLICY

At Three Gables we support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. Wherever possible, each child's key person will change nappies according to the child's individual needs and requirements.

Our procedure meets best practice identified by the UK Health Security Agency's Infection prevention and control document.

We enable a two-way exchange between parents and key persons so that information is shared about nappy changing and toilet training in a way that suits the parents and meets the child's needs.

We have appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation, serving areas and children's play areas
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded.
- Clean nappies are stored in a clean dry place; nappy bins are foot-pedal operated, regularly emptied and always at the end of the day and placed in an appropriate waste collection area
- We ask that where any non-prescribed creams are needed e.g. Sudocream that these are supplied by the parent/guardian and clearly labelled with the child's name. Prior written permission is obtained from the parent. When applying creams for rashes, a gloved hand is used.

Early years educators changing nappies will:

- Use a new disposable apron and pair of gloves for each nappy change and always wash hands before and after using gloves
- Clean, disinfect and dry mats thoroughly after each nappy change; disposable towels or paper roll are discarded after each nappy change
- Ensure they have all the equipment they need before each nappy change
- Keep nappy bags, gloves and aprons out of reach of babies and children.

Reusable Nappies

In addition to the above procedures, where children wear reusable nappies we will:

- Ask the parents for a demonstration for fitting the nappy correctly
- Dispose of any soiling by flushing straight down the toilet
- Dispose of the reusable nappy liner, and place in a nappy bag (and disposed of as per disposable nappies in a nappy bin)
- Store the used nappies in a sealable wet bag away from children (including a waterproof interior and sealed to prevent any smells escaping)
- Provide the parents with the wet bag at the end of the day to clean the used nappies.

We wish to ensure the safety and welfare of the children whilst being changed and safeguard against any potential harm, as well as ensuring the early years educator involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works and who is caring for their child
- Using this one-to-one time as a key opportunity to talk to children and help them learn, e.g. through singing and saying rhymes during the change
- Ensuring that the nappy changing area is inviting and stimulating and change this area regularly to continue to meet children's interests
- Ensuring all early years educators undertaking nappy changing have suitable enhanced DBS checks
- Training all early years educators in the appropriate methods for nappy changing
- Ensuring that no child is ever left unattended during the nappy changing time
- Making sure early years educators do not change nappies whilst pregnant until a risk assessment has been discussed and conducted
- Ensuring suitably competent and responsible students only change nappies with the support and close supervision of a qualified early years educator
- Conducting thorough inductions for all new early years educators to ensure they are fully aware of all nursery procedures relating to nappy changing
- Ensuring hygiene procedures are followed appropriately, e.g. hands washed before and after nappies are changed and changing mats cleaned before and after each use
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the Parent and carers as partner's policy. This is essential for any intimate care routines which may require specialist training or support. If a child requires specific support, the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the early years educator to care for the child fully and meet their individual needs
- Ensuring all early years educators have an up-to-date understanding of child protection and how to protect children from harm. This includes identifying signs and symptoms of abuse and how to raise these concerns as set out in the child protection policy
- Balancing the right for privacy for the children with the need for safeguarding children and adults by making sure intimate care routines do not take place behind closed doors
- Cameras, tablets, mobile phones and any other image sharing or recording devices are not permitted within toilet and intimate care areas
- Operating a whistleblowing policy to help early years eduactors raise any concerns relating to their peers or managers and helping early years educators develop confidence in raising concerns as they arise in order to safeguard the children in the nursery

- Conducting working practice observations of all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the early years educators. This includes all intimate care routines
- Conducting regular risk assessments of all aspects of nursery operations including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

When developmentally appropriate, we work closely with parents to sensitively support toilet training in a way that suits the individual needs of the child and ensures consistency between home and nursery.

If any parent or early years educator has concerns or questions about nappy changing procedures or individual routines, please see the manager at the earliest opportunity.

NO SMOKING/VAPING POLICY

At Three Gables we are committed to promoting children's health and well-being. This is of the upmost importance for the nursery.

Smoking and the use of e-cigarettes has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking/vaping policy within its buildings and grounds. It is illegal to smoke/vape in enclosed places.

All persons must abstain from smoking/vaping while on the premises. This applies to early years educators, students, parents, carers, contractors and any other visitors to the premises.

Early years educators accompanying children outside the nursery, are not permitted to smoke/vape. We also request that any parents accompanying nursery children on outings refrain from smoking/vaping while caring for the children.

Early years educators must not smoke/vape while wearing nursery uniform as it is essential that early years educator are positive role models to children and promote a healthy lifestyle. If early years educators choose to smoke during breaks they are asked to change into their own clothing and smoke/vape away from the main entrance and nursery premises.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We follow UK Health Security Agency advice and aim to help early years educators and parents to stop smoking/vaping by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - https://www.nhs.uk/better-health/quit-smoking/
- Offering information regarding products that are available to help stop smoking

NURSERY OPERATIONAL PLAN

At Three Gables Nursery we provide quality affordable childcare for the families in and around the local community. Quality childcare brings not only huge benefits for the children but also benefits for the whole community, enabling parents to start and/or return to work, combine employment with family life and enabling employers to retain and recruit employees from the local community.

We want parents to feel confident about the quality of care that is provided for their child in order for them to have no concerns for their child's health, welfare and early learning. We continuously reflect on the quality we provide and further develop our practice in line with policy, research, best practice, internal and external feedback. We ensure we update our business and action plans at least annually and combine this information.

We welcome parents' opinions and contributions to the quality improvement process and actively seek feedback through questionnaires, parents' evenings and informal discussion, which is recorded.

In order for our nursery to run effectively and efficiently serve local community needs, it is important that we have an operational plan that is implemented, reviewed and revised on a regular basis. This plan is a blueprint for managing the nursery. It describes how the nursery is run and what type of service is provided. It describes the nursery service, the structure of the nursery, who is responsible and guidance on practices and procedures.

The plan is used by the nursery manager, early years educators, parents and outside agencies as a reference tool for general day-to-day practice and a tool against which to assess the quality of the service provided. We review this policy yearly using reflective practice, making and implement any necessary changes following a review.

Our operational plan includes:

Main index

The Early Years Foundation Stage

- Learning and development requirements
- Assessment and Progress check at age two
- Key person approach
- Equal opportunities and inclusion.

Safeguarding children and child protection

- Emergency contacts
- Designated person(s).

Leadership and management

- Suitable people
- Organisation structure
- Senior management contacts
- Nursery organisation structure chart

- Early years educator deployment
- Training needs analysis and training matrix
- Recruitment and selection procedures
- Checklist for new starters.

Health and medicines

- Names of the early years educator who hold current full and emergency Paediatric First Aid certificates
- Contingency plans
- Accident and medication procedures.

Managing behaviour

- Policy and procedure.

Safety and suitability of premises, environment and equipment

- Emergency evacuation and lock down procedures
- Emergency locations
- Policy and procedure documentation
- Health and safety documentation
- Daily operations statement
- Risk assessments
- Outings.

Information and records

- Registration details for each child
- Occupancy and daily registers
- Parent pack
- Complaints and compliments.

Business planning

- Mission and vision statements
- Inspection report
- Important information
- Nursery plans
- Nursery leaflet

Emergency locations at Westbourne

Water main stop tap	In the log cabin
Gas point	On the decking
Fuse box	2-5's Main Room by the double doors
Boiler	Laundry room

Emergency locations at Ashley Cross

Water main stop tap	Mains outside the property
Gas point	Outside by bin lockup/shed
Fuse box	2-5's main room by stairgate
Boiler	Upper kitchen and bathroom

NUTRITION AND MEALTIMES POLICY

At Three Gables we believe that mealtimes should be happy, social occasions for children and early years educator alike. We promote shared, enjoyable positive interactions at these times.

We are committed to offering children healthy, nutritious and balanced meals and snacks which meet individual needs and requirements.

This policy should be read in conjunction with the Allergies and allergic reactions policy and the Packed lunch policy.

We ensure that:

- A balanced and healthy breakfast, a morning snack, hot lunch meal and tea are provided for children attending a full day at the nursery
- Menus are planned in advance and in line with example menu and guidance produced by the department for education, these are rotated regularly and reflect cultural diversity and variation. These are displayed for children and parents to view on the INM Well Being App
- All allergens are displayed alongside the menus to show the contents of each meal
- We provide nutritious food at all snack and meal times, avoiding large quantities of fat, sugar, salt and artificial additives, preservatives and colourings
- Menus include at least four servings of fresh fruit and vegetables per day
- Only milk and water are provided as drinks to promote oral health. Fresh drinking water is always available and accessible. It is frequently offered to children and babies and intake is monitored. In hot weather early years educators will encourage children to drink more water to keep them hydrated
- Individual dietary requirements are respected. We gather information from parents regarding their children's dietary needs, including any special dietary requirements, preferences and food allergies that a child has and any special health requirements, before a child starts or joins the nursery. Where appropriate, we will carry out a risk assessment in the case of allergies and work alongside parents to put into place an individual dietary plan for their child
- We give careful consideration to seating to avoid cross contamination of food from child to child. Where appropriate, an adult will sit with children during meals to ensure safety and minimise risks. Where appropriate, age/stage discussions will also take place with all children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- Early years educators show sensitivity in providing for children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of their diet or allergy
- Early years educators set a good example and eat with the children and show good table manners. Meal and snack times are organised so that they are social occasions in which children and early years educators participate in small groups. During meals and snack times children are encouraged to use their manners and conversation is encouraged

- Early years educators use meal and snack times to help children to develop independence through making choices, serving food and drink, and feeding themselves
- Early years educators support children to make healthy choices and understand the need for healthy eating
- Where possible, we provide foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- Cultural differences in eating habits are respected
- Any child who shows signs of distress at being faced with a meal they do not like will have their food removed without any fuss. If a child does not finish their first course, they will still be given a helping of dessert
- Children not on special diets are encouraged to eat a small piece of everything
- Children who refuse to eat at the mealtime are offered food later in the day
- Children are given time to eat at their own pace and not rushed
- Quantities offered take account of the ages of the children being catered for in line with recommended portion sizes for babies and young children
- We promote positive attitudes to healthy eating through play opportunities and discussions
- The nursery provides parents with daily written records of feeding routines for all children
- No child is ever left alone when eating/drinking to minimise the risk of choking
- We will sometimes celebrate special occasions with the occasional treat of foods such as cake, sweets or biscuits. These will be given at mealtimes to prevent tooth decay and not spoil the child's appetite.
- We do not allow parents to bring in cakes on special occasions.
- All Early years educators who prepare and handle food are competent to do so and receive training in food hygiene which is updated every three years
- In the very unlikely event of any food poisoning affecting two or more children on the premises, whether or not this may arise from food offered at the nursery, we will inform Ofsted as soon as reasonably practical and in all cases within 14 days. We will also inform the relevant health agencies and follow any advice given.

ONLINE SAFETY POLICY

This policy should be read in conjunction with the Cyber security policy, Data protection and confidentiality policy, Acceptable internet use policy and General Data Protection Regulation (GDPR) privacy notice.

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

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

Our Designated Safeguarding Leads are ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to Chelsea Simpson and Laura Spicer at Westbourne. Josie Lane and Stephanie Saunders at Ashley Cross.

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

The breadth of issues included within online safety is considerable, but can be categorised into three areas of risk:
1. Content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views
2. Contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults, and
3. Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Within the nursery we aim to keep children, early years educators and parents safe online. Our safety measures include:
• Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly
• Ensuring content blockers and filters are on all our devices, e.g. computers, laptops, tablets and any mobile devices
• Ensuring all devices are password protected and have screen locks. Early years educators are reminded to use complex strong passwords, keep them safe and secure, change them regularly and not to write them down
• Monitoring all internet usage across the setting
• Providing secure storage of all nursery devices at the end of each day
• Ensuring no social media or messaging apps are installed on nursery devices
• Reviewing all apps or games downloaded onto devices ensuring they are age and content appropriate
• Using only nursery devices to record and/or photograph children in the setting

• Ensuring that early years educators do not to use personal electronic devices with imaging and sharing capabilities, including mobile phones, smart watches and cameras
• Never emailing personal or financial information
• Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk)
• Teaching children how to stay safe online and report any concerns they have
• Ensuring children are supervised when using internet connected devices
• Using tracking software to monitor suitability of internet usage (for older children)
• Not permitting early years educators or visitors private access to the nursery Wi-Fi
• Talking to children about 'stranger danger' and deciding who is a stranger and who is not; comparing people in real life situations to online 'friends'
• When using online video chat, such as Zoom, Teams, Skype, FaceTime etc. (where applicable) discussing with the children what they would do if someone they did not know tried to contact them
• Providing training for early years educators, at least annually, in online safety and understanding how to keep children safe online. We encourage early years educator and families to complete a free online safety briefing, which can be found at https://ndna.org.uk/product/free-online-safety-in-early-years/
• Early years educators modelling safe practice when using technology with children and ensuring all early years educator abide by an acceptable use policy such as instructing early years educator to use the nursery IT equipment for matters relating to the children and their education and care only. No personal use will be tolerated (see Acceptable internet use policy)
• Monitoring children's screen time to ensure they remain safe online and have access to material that promotes their development. We ensure that their screen time is within an acceptable level and is integrated within their programme of learning
• Making sure the physical safety of users is considered, including the posture of early years educators and children when using devices
• Being aware of the need to manage our digital reputation, including the appropriateness of information and content that is posted online, both professionally and personally. This is continually monitored by the setting's management
• Early years educators must not friend or communicate with parents on personal devices or social media accounts
• Ensuring all electronic communications between early years educator and parents is professional and takes place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect early years educator, children and parents
• Signposting parents to appropriate sources of support regarding online safety at home.

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

The DSL will make sure that:

- All early years educators know how to report a problem and when to escalate a concern, including the process for external referral

- All concerns are logged, assessed and actioned in accordance with the nursery's safeguarding procedures
- Parents are supported to develop their knowledge of online safety issues concerning their children via parentzone.org.uk / www.saferinternet.org.uk
- Parents are offered support to help them talk about online safety with their children using appropriate resources
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern.
- Early years educators have access to information and guidance for supporting online safety, both personally and professionally
- Under no circumstances should any early years educator, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material

OUTDOOR PLAY POLICY

At Three Gables we recognise the importance of daily outdoor play and the physical development and are committed to ensure all children have daily access regardless of their age and stage of development. Where possible this includes the children having free access to the outdoors allowing them the freedom to choose whether to play indoors or out. We provide an inclusive outdoor play environment with areas for non-mobile children to freely explore. We make reasonable adjustments where required, in line with the Equality Act 2010. We go out to play with all children in all weathers (unless it is deemed unsafe).

We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play in order to keep fit and healthy, develop children's large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to The Chief Medical Office guidance on physical activity.

The outdoor areas, both within the nursery grounds and in the local community have a wealth of experiences and resources which help children to develop and learn in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play'. This type of play allows children to explore and find their own boundaries in a safe environment with supportive early years educators. Early years educators are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the visits and outings policy.

We plan all outdoor play opportunities and outings to complement the early years curriculum, this includes providing children with purposeful activities and quality resources that support and follow their individual interests and the seven areas of learning and development. We plan both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours.
Where possible and in line with the children's needs we will also often have snacks and meals outdoors and some children will sleep outdoors (see sleep policy).

Where activities take place away from the setting (e.g. in the local wood) then a nursery mobile phone and first aid kit will be taken to ensure the safety of children at

all times. A trained paediatric first aider will be present when children are away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and safety – general policy
- Sun care
- Caring for babies and toddlers
- Missing child from nursery
- Missing child from outings
- Parents as partners
- Supervision of children
- Safeguarding children and child protection
- Visits and outings.

OVERALL APPROACH TO RISK ASSESSMENT

At Three Gables we take all reasonable steps to ensure early years educators and children in our care are not exposed to risks. We promote the safety of children, parents, early years educators and visitors by reviewing and reducing any risks.

Risk assessments

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

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

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

PACKED LUNCH POLICY

Aim of this policy

To ensure that all packed lunches brought from home and consumed in nursery (or on trips) provide your child with healthy and nutritious food for their growth and development while keeping all children safe from known food allergies.

At Three Gables Nursery we are committed to children eating healthy, nutritious and balanced meals and snacks which meet individual needs and requirements, following the Department for Education nutrition guidance.[2]

This policy supports the health, safety and well-being of all children in our care and reflects the requirements of our insurers.

Parents are asked to provide packed lunches that comply fully with this policy. We reserve the right to remove food items that present an allergen or choking risk. Parents who regularly fail to meet the expected standards will be invited to discuss the issues to find joint solutions to ensure our policy is upheld.

We are required to support you with information to help you provide healthy meals for your child to bring to nursery. To meet our statutory welfare requirements, we avoid foods which are high in saturated fat, salt, and sugar as these are proven to negatively affect children's health, development and overall well-being. We wish for food brought from home to align with the healthy and nutritious meals we provide, so children are receiving consistent messages about healthy eating.

This policy should be read in conjunction with the Nutrition and mealtimes policy, the Allergies and allergic reactions policy and the Caring for babies and toddlers policy (for babies who are not yet weaned).

Our facilities

- We operate a strict nut free environment
- We provide facilities for children bringing in packed lunches
- We ensure that fresh, plain tap water is always readily available
- We work with parents to ensure that packed lunches abide by the standards listed below
- We provide parents with guidelines for nutritious content and signpost to the NHS packed lunch guidance:
  NHS Healthier lunchbox recipes -
  https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/
  Food for Life's packed lunches guidance - https://bit.ly/4t3Jb9d
- We request parents use insulated lunch boxes and ice packs
- We do not provide cooking or reheating services for children's packed lunches.

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2 https://assets.publishing.service.gov.uk/media/6839b752210698b3364e86fc/Early_years_foundation_stage_nutrition_guidance.pdf

Packed lunch guidelines

Home prepared food is permitted. Please bring all foods (other than raw fruit and vegetables) packaged with allergens clearly labelled.

All food for the day must be brought on a daily basis to ensure freshness and manage storage space.

It is recommended that packed lunches should include the following on a daily basis:

- A minimum of two portions of fruit or vegetables
- A starchy food for energy and concentration, e.g. any bread, wrap, chapatti, pasta, rice, noodles, potatoes
- Meat, fish, eggs or another plant-based source of iron and protein, e.g. lentils, kidney beans, chickpeas, hummus
- Dairy or dairy alternative food, e.g. cheese, plain unsweetened yoghurt or fromage frais.

To reduce risks of allergens or choking, the following items must not be included:

- Nuts – whole nuts, nut products including those which use nuts in preparation (for example, nut oil)
- Any drinks other than plain water. Fresh water is provided for all children and alternative drinks will not be served to the children
- Flavoured dried rice, pasta and noodle products, e.g. packets and pots of instant noodles, pasta or rice
- Popcorn, chewing gum, marshmallows, raw jelly cubes, sweets (boiled, hard, gooey or sticky).

Organisation

- See the Food Standards Agency 'Early years food choking hazards' advice for preparing food for babies and children under five years olds: https://tinyurl.com/EYchokinghazards
- To reduce choking risks, we expect:
  - Hard pips or stones removed from fruit; consider removing the skin for very young children
  - Small round fruits (such as grapes, cherry tomatoes, cherries, berries) cut into quarters lengthways
  - Vegetables such as carrots, cucumber and celery cut into narrow batons
  - Sausages/hot dogs peeled and cut into short thin strips
  - Meat/fish boned and cut into thin strips
  - Cheese grated or cut into short strips.
- Use easy-to-open containers/packaging where possible, to promote your child's independence
- Ensure all food is within the use-by date
- Ensure all lunchboxes/containers/bags are clearly marked with your child's name

Management of food safety, allergies and dietary needs

- All Early years educators are aware of children with food allergies or intolerances and individual dietary requirements are respected. Information from parents is shared with early years educators involved in preparing and serving food
- Where appropriate, we will carry out a risk assessment in the case of known allergies and work alongside parents to put into place an individual dietary/allergy plan for their child. This will be regularly reviewed and any changes shared with all early years educators
- Children's lunch boxes will be reviewed prior to giving the contents to the children to manage any risks from potential allergens or choking hazards
- We give careful consideration to seating to avoid cross contamination of food from child to child
- Children will always be within sight and hearing of a member of early years educator while eating and, where possible, an adult will sit facing children while they eat, to minimise risks from choking and allergic reactions. In addition, early years educators will hold a full and valid paediatric first aid certificate
- At each meal and snack time, we ensure a nominated practitioner is responsible for checking that the food being provided meets all the requirements for each child
- Where appropriate, discussions will also take place with children about allergies and potential risks to make them aware of the dangers of sharing certain foods
- Early years educators show sensitivity towards children's diets and allergies. They do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of their diet or allergy
- Cultural differences in eating habits are respected.

Our policy is developed in partnership with parents, early years educators and children and reviewed on a regular basis.

PARENTS AS PARTNERS POLICY

At Three Gables we welcome all parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the nursery. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.

The key person system supports engagement with all parents and we use strategies to ensure that all parents can contribute to their child's learning and development. We ask parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. We encourage parents to support and share information about their children's learning and development at home and the key person seeks to engage them in guiding their child's development at home too. The key person system ensures all early years educators use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required
- Welcome nursing mothers. The nursery will make available a private area whenever needed to offer space and privacy to nursing mothers
- Ensure nursery documentation and communications are provided in different formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications
- Ensure that all parents are aware of the nursery's policies and procedures which are available on the nursery website and within the nursery office.
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training, where required
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as family days and parents evenings
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through regularly distributed newsletters / nursery life & parent partnership and nursery website
- Operate a key person system to enable parents to establish a close, working relationship with a named early years educator and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents

are given the name of the key person of their child and their role when the child starts and updates as they transition through the setting

- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings are held at least twice a year. The nursery consults with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home, verbally or via the Interactive 360 app
- Agree the best communication method with parents e.g., face-to-face feedback, email and the Interactive 360 app
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaints procedure
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's developmental records on the 'Interactive Learning Diary portal'.
- Provide a written contract between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and early years educators development.

PERSONNEL POLICY

At Three Gables we aim to have a high-quality team that act at all times in the best interests of children's safety and welfare. To achieve this we have a range of policies to support the recruitment, development and retention of early years educators.

The nursery's policies in respect of personnel are governed by the following:

- The best interests of the children, their welfare, safety, care and development
- The statutory requirements of the Early Years Foundation Stage
- The individual needs of the children, including maintaining continuity of care
- Compatibility between all members of early years educator and the building of a good team spirit
- Building engagement with early years educators and a productive workforce
- Consideration of the advancement of each early years educator both by internal and external training to help them achieve their maximum potential
- Equal pay for work of equal value
- Compliance with the current legislation including the principles of the Equality Act 2010 and all current legislation governing discrimination.

We will ensure:

- The provision of a person specification and job description for every early years educator prior to an interview
- All interviews will follow our recruitment procedures to ensure safe and fair and non-discriminatory recruitment occurs
- The provision of a statement of terms and conditions and contract for every early years educator in employment (contract to be received by new employee on first day of employment)
- Prior to commencement of employment, the successful applicant shall be provided with an offer letter (conditional on an enhanced Disclosure and Barring Service (DBS) clearance and satisfactory references) with the induction procedure and any details of other information relevant for their first day of work
- New early years educator will be provided with copies of all the policies and procedures and we will ensure their understanding and adherence to these over an induction period. They will receive induction training including information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues
- All early years educators receive effective supervision including support, coaching and training to promote the best interests of children. Early years educators are also provided with ongoing training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves
- We promote early years educator well-being (see Well-being for Staff Policy) and foster team working through regular meetings and team events/outings
- Discrimination or harassment of any early years educator relating to sex, race, sexual orientation, gender, gender reassignment, age, religion or belief and disability will not be acceptable. This includes unwanted verbal or physical third party harassment by those not employed by the nursery.

PHYSICAL ACTIVITY POLICY

At Three Gables Nursery we aim to promote the health and well-being of the whole setting through encouraging physical activity and providing consistent messages to children, parents and early years educators.

We are aware that children of all ages should be active. Being active is important for children under five because it helps them to build and maintain a good level of health; physical activity is essential for growth and development. Children under five need time to play and learn new skills; the early years are also an important time to establish good habits relating to physical activity.

We follow the guidelines set out by the Chief Medical Officer regarding how much physical activity children under five should be taking part in:

Children who are not yet walking

- Physical activity should be encouraged from birth, through floor-based play, reaching, grasping, rolling etc. Babies should also have 30 minutes tummy time everyday, spread throughout the day

Children who are confident walkers

- Children should be physically active for at least three hours throughout the day. For preschoolers, 60 minutes of this time should be moderate to vigorous activity.

Our nursery curriculum includes planning our indoor and outdoor activities. For children who cannot walk, we encourage movement through the use of treasure baskets and floor play which helps encourage children to reach and grasp.

More confident walkers use [add examples here]. We encourage the children to participate in e.g. yoga, obstacle courses, music and movement. We ensure that the children have as much time outdoors as possible.

Physical activities are planned to ensure children are taught the skills they need as well as the children having child initiated, free-flow play. The children have access to the indoor garden accessing construction toys, soft play equipment climbing equipment and outdoor garden accessing balance bikes, balls, hoops, obstacle courses throughout the day. They are able to be creative with these resources in a stimulating and safe environment.

We conduct risk assessments, both internally and for off-site visits to ensure the safety of all the children in our care.

We minimise the amount of time children spend being sedentary (except sleeping time). This includes low-energy activities such as sitting or lying down which limits the child's opportunity to move. Children are only required to sit when eating and not for extended periods of time.

All children, including those with special education need and disabilities (SEND) are entitled to a comprehensive programme of physical activities.

We are confident in providing advice to parents and carers in relation to families adopting healthy lifestyles and being physically active. We encourage parents to walk, scoot or cycle with their children for part or all the way to the nursery. We enable this by providing a safe place to store scooters and buggies. We hold information sessions to help parents understand the importance of being physically active.

Our early years educator aspire to be positive role models for our children. We aim to take part in physical activity whenever possible, e.g. as part of adult led sessions and sharing hobbies such as running, cycling, dancing etc. Alongside this, we join in when the children are doing physical activity at nursery.

All physical activity is in line with our Health and safety - general policy and Overall approach to risk assessments policy.

Use of any external personnel including activity leaders and volunteers will be in line with the Supervision of visitors policy.

Our nursery Physical activity and nutrition coordinator's (PANCo) are:
Josie Lane and Stephanie Saunders at Ashley Cross
Chelsea Simpson and Laura Spicer at Westbourne.

The role of the PANCo in our setting includes offering physical activity and nutrition advice and support for children, early years educators and families within the setting.

PREGNANCY AND FAMILY LEAVE POLICY

This policy reflects new rules which apply to any baby born on or after 6 April 2026; to any baby born before 6 April 2026, but where they were due on or after 5 April 2026; and to any children placed for adoption on or after 6 April 2026. Further, where the expected week of childbirth starts between 5th April and 25th July 2026, employees need to only give 28 days' notice to take Paternity Leave, with the earliest date they can give notice being 18 February 2026. Should an employee be affected by these transitional arrangements, it is recommended that employees are notified of these temporary measures in a separate letter, following relevant legal advice.
Parental leave rights also change from 6 April 2026, when parental leave becomes a day-one right.

Maternity rights

This section is for pregnant employees and new mothers. It details their rights, which fall into three main categories:

- Paid time off for antenatal care
- Maternity leave
- Maternity benefits.

Ante-natal care

You are entitled to be paid your normal rate of pay for any appointments during working hours related to antenatal care. In order to receive payment an appointment card must be produced confirming the appointment and you will be expected to return to work after keeping your appointment wherever possible. When a certificate confirming pregnancy is issued, this must be handed in as soon as possible.

Ordinary maternity leave

You are entitled to 26 weeks' ordinary maternity leave and have the right to return to work in your previous job. These rights apply regardless of length of service, or the number of hours worked.

If you work full time, you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider offering part time work. Requests should be made in writing to your employer, giving as much notice as possible.

You can start your ordinary maternity leave at any time from the 11th week before the expected week of childbirth (EWC) and there is a two-week compulsory maternity leave period following the birth (four weeks for factory workers). For all maternity leave purposes "childbirth" is either a live birth before the end of the 24th week of pregnancy or a live or still birth after the 24th week of pregnancy.

Throughout the ordinary maternity leave period, all your terms and conditions of employment are maintained with the sole exception of pay.

Additional maternity leave

Additional maternity leave starts at the end of the ordinary maternity leave period and ends 26 weeks later. As with ordinary maternity leave, all your terms and conditions of employment are maintained throughout this period with the sole exception of pay.

Notification

The notice periods detailed below must be complied with in order to safeguard your rights.

You must notify your employer in writing by the 15th week before the EWC of the following:

- That you are pregnant
- The EWC
- The date on which you intend to start your maternity leave.

You must also provide a certificate (normally a form MAT B1) stating the EWC. Your employer will then write to you within 28 days to confirm your date of return to work. You can change the date on which you intend to start your maternity leave by giving your employer at least 28 days written notice.

Returning to work

If you take the full entitlement to maternity leave your return date will be the date previously notified to you by your employer. If you wish to return early you must give your employer eight weeks' written notice of your early return date. Your early return may be delayed if this procedure is not followed.

If you intend to return to work at the end of your maternity leave but fail to do so, your employer's normal rules regarding absence will apply.

Maternity benefits

Although you do not need any qualifying service or to work a minimum number of hours to be entitled to maternity leave or the right to return to work, in order to qualify for Statutory Maternity Pay (SMP) from your employer, you need to have the following:

- At least 26 weeks continuous service at the end of the 15th week before the EWC (this is known as the "qualifying week" for maternity pay purposes)
- Average earnings above the National Insurance lower earnings limit during the eight weeks before the qualifying week.

If you meet these conditions, you are entitled to a maximum of 39 weeks SMP which is calculated as:

- Six weeks at 90% of average weekly earnings
- 33 weeks at the lesser of the lower rate of SMP or 90% of average weekly earnings.

If you do not qualify for SMP you may be entitled to Maternity Allowance (MA).

Sickness absence during pregnancy

If you are absent from work because of a pregnancy related illness or reason at any time during the four weeks before your EWC, the ordinary maternity leave period begins on the first day of absence. If the pregnancy related absence began before the fourth week, then the ordinary maternity leave period begins at the start of the fourth week.

If you are absent from work and the illness is not pregnancy related, the maternity leave period will begin on the date you have previously notified.
If you are absent from work in the weeks leading up to your maternity leave it may affect the higher rate of SMP (90% of normal pay) because it is based on your average earnings in the eight weeks prior to the qualifying week.

Adoption rights

This section is similar to the previous section but deals with employee rights on the adoption of a child, which fall into three main categories:

- Paid time off to attend pre-adoption appointments

- Adoption leave
- Adoption benefits.

Pre-adoption appointments

If you are the primary or sole adopter and you have been advised that a child is due or expected to be placed with you for adoption you are entitled to be paid your normal rate of pay for up to five pre-adoption appointments during working hours. The appointments must have been made by or at the request of the adoption agency and in order to receive payment an appointment card must be produced confirming each appointment. The maximum time off for each appointment is six and a half hours and you will be expected to return to work after keeping your appointment wherever possible.

Ordinary adoption leave

If you are the adoptive parent who has elected to take adoption leave you have the right to 26 weeks' ordinary adoption leave, which includes two weeks' compulsory adoption leave. You can start your adoption leave as soon as the child is placed with you for adoption or if pre-notified up to 14 days before that date.

You are entitled to return to work in your previous job after the ordinary adoption leave period. If you work full time, you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

Throughout the ordinary adoption leave, all your terms and conditions of employment are maintained with the sole exception of pay.

Additional adoption leave

If you are entitled to ordinary adoption leave, additional adoption leave starts at the end of the ordinary adoption leave period and ends 26 weeks later. As with ordinary adoption leave, all your terms and conditions of employment are maintained throughout this period with the sole exception of pay.

Notification

The notice periods detailed below must be complied with in order to safeguard your rights. You must notify your employer in writing of the following no later than seven days after being matched with a child for adoption:

- The date of placement of the child for adoption
- The date on which you intend to start your adoption leave.

You must also provide an Adoption Certificate from the approved adoption agency. Your employer will then write to you within 28 days to confirm your date of return to work. You can change the date on which you intend to start your adoption leave by giving your employer at least 28 days' written notice.

Returning to work

If you take the full entitlement to adoption leave your return date will be the date previously notified to you by your employer. If you wish to return early you must give your employer eight weeks' written notice of your early return date. Your early return may be delayed if this procedure is not followed.

If you intend to return to work at the end of your adoption leave but fail to do so, your employer's normal rules regarding absence will apply.

Adoption benefits

Although you do not need any qualifying service or to work a minimum number of hours to be entitled to adoption leave or the right to return to work, in order to qualify for Statutory Adoption Pay (SAP) from your employer, you need to have the following:

- At least 26 weeks' continuous service at the end of the week in which the child was matched with you for adoption
- Average earnings above the National Insurance lower earnings limit during the eight weeks before the week in which the child was matched with you for adoption.

If you meet these conditions you are entitled, subject to special rules where the adoption is disrupted or where the child reaches age 18, to a maximum of 39 weeks SAP, calculated as:

- Six weeks at 90% of average weekly earnings
- 33 weeks at the lesser of the lower rate of SAP or 90% of average weekly earnings.

In order to be paid SAP, you should notify your employer in writing of the following no later than 28 days before the date on which you wish your SAP period to begin:

- The name and address of the approved adoption agency
- The date on which the child is expected to be placed for adoption and where the child has already been placed for adoption, the date of placement
- The date on which you were informed that the child was to be placed with you for adoption.

Paternity rights (birth) -Ante-natal appointments

You are entitled to accompany the child's mother on up to two ante-natal appointments without pay during working hours. This is on condition that you have or expect to have responsibility for the upbringing of the child and that you are the biological father of the child or are married to or are the partner of the child's mother. The maximum time off for each appointment is six and a half hours and you will be expected to return to work after keeping your appointment wherever possible.

Ordinary paternity leave

If you have at least 26 weeks' continuous service at the end of the 15th week before the EWC, you are entitled to choose to take a single block of either one week or two separate blocks of one whole week each, of ordinary paternity leave if you meet the following conditions:

- You have or expect to have responsibility for the upbringing of the child

- You are the biological father of the child or are married to or are the partner of the child's mother.

Leave has to be taken in whole weeks and cannot be split into days.

You cannot start your ordinary paternity leave until the child is born and the leave can be taken within 52 weeks of birth. You must give prior notice of your entitlement and intention to take leave by the 15th week before the EWC (or if this is not reasonably practical, as soon as is reasonably practical) but you do not have to give notice of the dates you intend to take leave until at least 28 days before that period of leave is due to start.

Throughout the ordinary paternity leave, all your terms and conditions of employment are maintained with the sole exception of pay.

Paternity benefits

If you are entitled to ordinary paternity leave and your average earnings were above the National Insurance lower earnings limit during the eight weeks up to and including the 15th week before the EWC, you are entitled to be paid Statutory Paternity Pay (SPP). SPP is paid during the entire ordinary paternity leave period and is the lesser of:

- The standard rate of SPP, or
- 90% of average weekly earnings.

Notification

To safeguard your rights to ordinary paternity leave and pay you must complete Form SC3 by the 15th week before the EWC. You can change the date on which you intend

to start your ordinary paternity leave by completing a new Form SC3 at least 28 days before the original leave date.

Paternity rights (adoption) -Pre-adoption appointments

If you are the primary adopter's partner and you have been advised that a child is due or expected to be placed with you, you are entitled to attend up to two pre-adoption appointments without pay during working hours. The appointments must have been made by or at the request of the adoption agency and the maximum time off for each appointment is six and a half hours. You will be expected to return to work after keeping your appointment wherever possible.

Ordinary paternity leave

If you have at least 26 weeks' continuous service at the end of the week in which the child's adopter is matched with the child for a UK adoption, you are entitled to choose to take a single block of either one week or two separate blocks of one whole week each, of ordinary paternity leave if you meet the following conditions:

- You are not taking adoption leave in respect of the child
- You have or expect to have responsibility for the upbringing of the child
- You are married to or are the partner of the child's adopter.

Leave has to be taken in whole weeks and cannot be split into days.
You cannot start your ordinary paternity leave before the day the child is placed with the adopter and it must end within 56 days beginning with the date of placement.

Notice of actually taking the leave must be provided 28 days before each period of leave by employee.

Notice of entitlement must be provided to the employer within seven days of the employee receiving notification that they have been matched with a child for adoption. This notice must be in writing and should include the date of notification of being matched with a child, when the placement is expected to start or has started, whether they have or will have responsibility of child's upbringing; and whether they are married to, civil partner of or partner of child's main adopter.

Throughout the ordinary paternity leave, all your terms and conditions of employment are maintained with the sole exception of pay.

Paternity benefits

If you are entitled to ordinary paternity leave and your average earnings were above the National Insurance lower earnings limit during the eight weeks before the week in which the child was matched for adoption, you are entitled to be paid Statutory Paternity Pay (SPP). SPP is paid during the entire ordinary paternity leave period and is the lesser of:

- The standard rate of SPP, or
- 90% of average weekly earnings.

Notification

To safeguard your rights to ordinary paternity leave and pay you must complete a Form SC4 no later than seven days after the date on which the adopter is notified of having been matched with the child for adoption. You can change the date on which you intend to start your ordinary paternity leave by completing a new Form SC4 at least 28 days before the original leave date.

Shared parental rights (birth) -Introduction

Many parents will be able to share leave in the year after their child's birth and take leave in a more flexible way by stopping and starting their shared parental leave, taking their leave at the same time, and returning to work between periods of leave.

To qualify for shared parental leave you must have at least 26 weeks' continuous service at the end of the 15th week before the EWC and still be in employment the week before you take the shared parental leave. In addition, you must share the main responsibility for the care of the child that the shared parental leave and pay relates to with the other parent and meet an 'employment and earnings' test.

Opting into shared parental leave and pay

If the mother and her partner agree, the mother can curtail her current maternity leave and 'convert' what remains of the leave period into shared parental leave (SPL). The mother must do this by giving formal notice to her employer and, if you are the mother, we have a form that can be completed to provide the required information. At least eight weeks' notice must be given to curtail maternity leave, at which time the mother and her partner must also give their respective employers an indication of how they intend to take the shared parental leave and pay.

The mother's notice to curtail maternity leave will normally be accompanied by a notice of entitlement to take shared parental leave and a request for a period of shared parental leave and pay. Once notice to curtail maternity leave has been given, it can only be withdrawn in very limited circumstances. However, if the mother gives notice to curtail her maternity leave before the child is born, she has up to six weeks after the birth to change her mind. If the mother revokes her curtailment notice, she remains on maternity leave and can give a new notice to curtail her maternity leave at a later date.

Taking shared parental leave

Before you can take shared parental leave and pay you must provide your employer with a notice of your entitlement to shared parental leave and pay, and this must be accompanied by a 'declaration' from your partner. This is a 'one off' notice and, if you are the mother, you will already have given this notice with your notice to curtail your maternity leave. If you are the mother's partner we have a form that can be completed to provide the required information. The total number of weeks of SPL available is 52 weeks minus the maternity leave that the mother has already taken (including the compulsory maternity leave period). The leave must be taken in whole weeks (part-weeks count as whole weeks), and it must be taken before the child's first birthday.

All your terms and conditions of employment are maintained throughout the SPL period with the sole exception of pay and, if your combined total of maternity/paternity and SPL does not exceed 26 weeks, you are entitled to return to work in your previous job. If you work full time you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

Notification

You are allowed three 'notifications' to take a period of SPL. A minimum of eight weeks' notice must be given before each period of leave, and the mother's first notice to take SPL will usually be included as part of the notice to curtail maternity leave.

If your notice is for a continuous period of SPL, for example six weeks off, it cannot be refused. If, however, your notice is for a discontinuous period of leave, for example six weeks comprising three weeks of SPL, three weeks in work, then three weeks of SPL, this can be refused. The first two weeks of the eight week notice period are to enable you and your employer to discuss this type of request and to try to reach agreement on the pattern of leave.

If agreement cannot be reached you have until the 15th day after you submitted your request (i.e. the day after the discussion period expires) to either let the request stand or to withdraw the request. If you let the request stand your employer can insist that the SPL is taken as a period of continuous leave (in the above example as a continuous period of six weeks). You then have five days in which to decide the start date for the period of continuous leave, otherwise it will start on the date of the first period you previously notified. Alternatively, you can withdraw the request and it will not count as one of your three notifications.
If you want to change the dates of a previously notified period of SPL and your employer agrees to this, then the change does not count as a formal 'notification'. If, however, your employer does not agree to the change you can submit a formal notification of the change (giving at least eight weeks' notice). Your employer will have to accept this notification, but the change will count as one of your three 'notifications'.

Statutory Shared Parental Pay

If you qualified for SMP, MA or SPP you will also qualify for Statutory Shared Parental Pay (SSPP). The total number of weeks of SSPP available is 39 weeks minus the number of weeks of SMP already paid to the mother. SSPP is paid at the lesser of:

- The standard rate of SSPP, or
- 90% of average weekly earnings.

As there will be more weeks of SPL available than weeks of SSPP, employees who claim SSPP will be required to sign a declaration stating the total pay available and the total pay received.

Shared parental rights (adoption) - Introduction

Many parents will be able to share leave in the year after the adoption and take leave in a more flexible way by stopping and starting their shared parental leave, taking their leave at the same time, and returning to work between periods of leave.

To qualify for shared parental leave you must have at least 26 weeks' continuous service at the end of the week in which the adopter is notified of having been matched with a child for adoption and still be in employment the week before you take the shared parental leave. In addition, you must share the main responsibility for the care of the child that the shared parental leave and pay relates to with the other parent and meet an 'employment and earnings test'.

Opting into shared parental leave and pay

If the primary adopter and their partner agree, the primary adopter can curtail their current adoption leave and 'convert' what remains of the leave period into shared parental leave (SPL). The primary adopter must do this by giving formal notice to the employer and if you are the primary adopter, we have a form that can be completed to provide the required information. At least eight weeks' notice must be given to curtail adoption leave, at which time the primary adopter and their partner must also give their respective employers an indication of how they intend to take the shared parental leave and pay.

The primary adopter's notice to curtail adoption leave will normally be accompanied by a notice of entitlement to take shared parental leave and a request for a period of shared parental leave and pay. Once notice to curtail adoption leave has been given, it can only be withdrawn in very limited circumstances.

Taking shared parental leave

Before you can take shared parental leave and pay you must provide your employer with a notice of your entitlement to shared parental leave and pay, and this must be accompanied by a 'declaration' from your partner. This is a 'one off' notice and, if you are the primary adopter, you will already have given this notice with your notice to curtail your adoption leave. If you are the secondary adopter/adopter's partner we have a form that can be completed to provide the required information. The total number of weeks of SPL available is 52 weeks minus the adoption leave that the primary adopter has already taken (including the compulsory adoption leave period). The leave must be taken in whole weeks (part-weeks count as whole weeks), and it must be taken during the first year following the adoption.

All your terms and conditions of employment are maintained throughout the SPL period with the sole exception of pay and if your combined total of adoption/paternity and SPL does not exceed 26 weeks, you are entitled to return to work in your previous job. If you work full time you have the right to return to your full time position but you do not have the right to return part time. However, your employer will discuss any request for part time work and will, on request consider part time work. Requests should be made in writing to your employer, giving as much notice as possible.

Notification

You are allowed three 'notifications' to take a period of SPL. A minimum of eight weeks' notice must be given before each period of leave, and the primary adopter's first notice to take SPL will usually be included as part of the notice to curtail adoption leave.

If your notice is for a continuous period of SPL, for example six weeks off, it cannot be refused. If however, your notice is for a discontinuous period of leave, for example six weeks comprising three weeks of SPL, three weeks in work, then three weeks of SPL, this can be refused. The first two weeks of the eight week notice period are to enable you and your employer to discuss this type of request and to try to reach agreement on the pattern of leave.

If agreement cannot be reached you have until the 15th day after you submitted your request (i.e. the day after the discussion period expires) to either let the request stand or to withdraw the request. If you let the request stand your employer can insist that the SPL is taken as a period of continuous leave (in the above example as a continuous period of six weeks). You then have five days in which to decide the start date for the period of continuous leave, otherwise it will start on the date of the first period you previously notified. Alternatively, you can withdraw the request and it will not count as one of your three notifications.

If you want to change the dates of a previously notified period of SPL and your employer agrees to this, then the change does not count as a formal 'notification'. If, however, your employer does not agree to the change you can submit a formal notification of the change (giving at least eight weeks' notice). Your employer will have to accept this notification, but the change will count as one of your three 'notifications'.

Statutory Shared Parental Pay

If you qualified for SAP or SPP you will also qualify for Statutory Shared Parental Pay (SSPP). The total number of weeks of SSPP available is 39 weeks minus the number of weeks of SAP already paid to the primary adopter. SSPP is paid at the lesser of:

- The standard rate of SSPP, or
- 90% of average weekly earnings.

As there will be more weeks of SPL available than weeks of SSPP, employees who claim SSPP will be required to sign a declaration stating the total pay available and the total pay received.

Parental leave

Parents of children born or placed for adoption are entitled, on completion of one year's service with the nursery, to take unpaid parental leave. The right applies to mothers and fathers and to a person who has legal parental responsibility. Parents who already have at least one year's service are able to start taking parental leave when the child is born or adopted and the remainder are able to start taking parental leave as soon as they have completed one year's service.

Parents are entitled to 18 weeks' leave for each child, to be taken before the child reaches age 18. Parents must give 21 days' written notice to take parental leave and it must be taken in blocks or multiples of one week (part-weeks, including single days or part days, count as whole weeks) up to a maximum of four weeks in any one year. Parents of disabled children for whom a disability living allowance has been awarded have the additional flexibility to take leave in days without them being counted as whole weeks, although part days count as full days.

Leave can be postponed by the nursery for up to six months where the business cannot cope, except when a father gives the above advance notice to take leave immediately after the date when the child is born or when the partner of a primary adopter gives the above advance notice to take leave immediately after the date when the child is placed for adoption.

Time off for dependants

You will be allowed to take reasonable time off work without pay to deal with an emergency involving a dependant. The amount of time off allowed will depend on the circumstances.

For example, if a dependant is ill or injured, reasonable time off will be given to deal with the emergency – this does not mean that you will be allowed to take time off to look after the dependant personally.

Compassionate leave

This leave applies on the death of an employee's spouse, life partner, parent, brother, sister, grandparent, dependent or other relative for whom the employee has special responsibility or has had special ties.

Generally, the amount of time off required will be at the manager's or senior management team's discretion and will depend on individual circumstances but up to 37 hours (the equivalent of one working week) paid leave would be considered.

Death of a child

If an employee experiences the death of a child under the age of 18 or suffers a stillbirth from 24 weeks of pregnancy, or has an abortion after 24 weeks (in very limited circumstances an abortion can take place after 24 weeks if the mother's life is at risk or the child would be born with a severe disability), the employee will be entitled to two weeks paid leave, subject to meeting the eligibility criteria having been employed for at least 26 weeks.

Additionally, an employee may take parental bereavement leave in the event of the death of an adopted child while on adoption leave or the death of a child while on shared parental leave. The amount of leave depends on the circumstances and the employer will seek legal advice regarding the employee's individual circumstances at the time of the bereavement.

Support will be given including making reasonable adjustments on the return to work and further ongoing support as required.

PROMOTING POSITIVE BEHAVIOUR POLICY

At Three Gables we believe that children flourish best when they feel safe and secure and have their needs met by supportive early years educators who act as good role models, show them respect and value their individual personalities. Children gain respect through interaction with caring adults who act as good role models, show them respect and value their individual personalities. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

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

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

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

- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.
- The named persons for promoting and supporting behaviour are Chelsea Simpson Laura Spicer at Westbourne. At Ashley Cross Josie Lane and Stephanie Saunders. It is their role to:
- Advise and support the team on any behaviour concerns
- Liaise with the setting's Special Educational Needs Co-ordinator (SENCo) where a child requires further support, or there are concerns about the impact of the behaviour on a child's education and care
- Along with each room leader will keep up to date with legislation and research relating to promoting positive behaviour
- Support changes to policies and procedures in the nursery
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all early years educators attend relevant in-house or external training for behaviour management. Keep a record of any early years educator training.

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

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

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's well being
- We only use physical intervention (where early years educators may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable
- We recognise that there may be occasions where a child is displaying distressed and /or behaviour which challenges and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by early years educators who have been appropriately trained to do so. Any

restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents

- We do not single out children or humiliate them in any way. Where children are displaying behaviour which challenges they will, wherever possible, be distracted and re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity
- Early years educators do not raise their voices (other than to keep children safe)
- In any case of behaviour which challenges, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome
- We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All early years educators support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate
- We help early years educators to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with inappropriate behaviour in nursery at the time. We may ask parents to meet to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as an educational psychologist
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions
- We keep confidential records on any inappropriate behaviour that has taken place. We inform parents and ask them to read and sign any incidents concerning their child
- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour support plan where a child's behaviour involves aggressive actions towards other children and early years educator, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and early years educators safety at all times. In these instances, we may remove a child from an area until they have calmed down.

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

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

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

Anti-bullying

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

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

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

QUALITY OF PROVISION POLICY

At Three Gables we are passionate about providing high quality care and education for all children. High quality care leads directly to better outcomes for our children and all early years educators are committed to providing children with the best possible start in life and enable them to reach their full potential.

As part of our quality practice we ensure children receive the highest quality care and education by:

- Having high expectations for all children so they can achieve the best outcomes
- Building close attachments with children so they feel safe, secure, happy and can thrive
- Developing close relationships with families so together we can best support the child's individual learning and development
- Implementing all of the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS)
- Ensuring that the EYFS learning and development requirements are embedded including providing a curriculum that is underpinned by the EYFS principles, educational programmes and seven areas of learning and development
- Reflecting on all areas of practice and striving towards the Ofsted grade descriptors for Outstanding quality indicators
- Ensuring all the EYFS assessment requirements are met including the planning, observation, assessment and next steps and that they are linked to each individual child's needs and interests and are evaluated for effectiveness
- Having a highly qualified, skilled early years educators that understand what is meant by high quality practice and how to deliver this deploying early years educators appropriately to meet the individual needs of all children
- Creating and achieving the nurseries quality vision, mission and outcomes
- Consistently delivering high quality practice and teaching that makes a difference to children's daily experiences
- Ensuring a solid understanding of the importance of pedagogy and child development amongst all early years educators
- Ensuring that the environment, resources and provision is of high quality both indoors and out; monitoring resources and equipment ensuring these are risk assessed, and fit for purpose
- Providing children with wonderful experiences and opportunities giving them the best start in life
- Valuing continuous professional development for all early years educator and accessing a variety of training and development to support the needs of the children in the nursery
- Appropriately assessing children's learning and development and recognising where children may need support and acting on this quickly
- Evaluating the effectiveness of training and link to the outcomes for children
- Ensuring all early years educators are confident and supported in their roles and have the training and skills they need to be able to perform their roles
- Conducting regular supervision meetings with all team members to ensure all early years educators are supported to be the best they can be

- Using peer on peer observations to share, discuss and improve practice across the setting
- Monitoring all practice and feedback ideas for improvement
- Undertaking a quality improvement programme to ensure quality is embedded throughout the nursery
- Engaging with families and carers and supporting the home learning environment
- Operating a robust and embedded quality improvement and evaluation process across the whole setting that includes all parties such as early years educators, children, parents and external partners.

RECRUITMENT, SELECTION AND SUITABILITY OF EARLY YEARS EDUCATORS POLICY

At Three Gables we are vigilant in our recruitment procedures aiming to ensure that all people looking after children are suitable to fulfil the requirements of their role. We are committed to ensuring that all early years educators, including students, volunteers and any agency or supply early years educators are suitable to fulfil the requirements of their role in order to work with, or be in regular contact with, children.

We have effective systems in place to ensure that early years educators and any other person who may have regular contact with children are suitable, as part of the recruitment process as well as monitoring continued suitability, as part of regular early years educators and/or student supervision.

Every time we recruit a new early years educator to join our team, we follow these procedures:

1. Legal requirements

- We abide by all legal requirements relating to safer recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations, including our legal responsibilities under the Equality Act 2010
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks. We abide by the employer's responsibilities by informing the DBS of any changes to the suitability of our early years educator, whether this early years educator has left the nursery or is still under investigation. Please refer to the Safeguarding children and child protection policy for further information.

2. Advertising

- We use reputable website via 'Dorset child care jobs' and 'indeed' to advertise for any vacancies
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

3. Interview stage

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not
- All shortlisted candidates will receive a job description, a person specification, an equal opportunities monitoring form and a request for identification prior to the interview

- The manager decides the most appropriate people for the interview panel. There will be at least two people involved are both are involved in the overall decision making
- At the start of each interview all candidates' identities are checked using, for example, their passport and/or photo card driving licence. All employees must be eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the nursery. The questions are value based and will ensure the candidate has the same values as the nursery with regards to the safety and welfare of the children in their care
- Candidates will be given a score for their answers including a score for their individual experience and qualifications
- Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the nursery interacting with the children, early years educators and where appropriate parents
- In addition, the manager will carry out an online search for every shortlisted candidate. This may help identify any incidents or issues publicly available online, which may be explored with the applicant at interview
- The manager and deputy will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years framework as well as the needs of the nursery
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.

4. Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files where applicable
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be taken into account in making an overall decision about suitability, although these considerations will include ensuring that the nursery complies with the requirement to make reasonable adjustments for disabled employees.. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the nursery manages health problems including access to medical records

- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the early years educator commences work in the nursery and they will not have unsupervised access to any child or their records before this check comes back clear. Further to this, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy of any child without an up-to-date enhanced DBS check (whether supervised or not)
- An additional criminals records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad (including further checks if the individual has lived in more than one country)
- The nursery will record and retain details about the individual including qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken
- There may be occasions when a DBS check is not clear but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's discretion taking into account the following:
    - seriousness of the offence or other information
    - accuracy of the person's self-disclosure on the application form
    - nature of the appointment including levels of supervision
    - age of the individual at the time of the offence or other information
    - the length of time that has elapsed since the offence or other information
    - relevance of the offence or information to working or being in regular contact with children.
- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check
- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so
- All new early years educators will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures and be assigned a 'mentor/ buddy' who will introduce them to the way in which the nursery operates
- During their induction period all new early years educators will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection policy and procedure, emergency evacuation and lock down procedures, Inclusion equality policy and health and safety issues
- New early years educators will have a probationary period for the first 6 months of work during which suitability for the position to which they have been appointed will be assessed. The nursery reserves the right to extend the probationary period if necessary
- The new early years educators will have regular meetings with the manager and their 'mentor' during their induction period to discuss their progress, support required and/or further training and professional development opportunities.

5. Delayed DBS checks

- Where possible, early years educator will have the checks completed prior to starting employment. As long as the DBS check has been applied for, if there are delays in the results coming through, early years educator may work in the nursery before these checks are completed as a last resort, but they must be supervised at all times by early years educators who already hold an enhanced check. All nursery early years educators will be informed of any early years educator awaiting enhanced DBS clearance.

Early years educator awaiting these checks will never:

O Be left unsupervised whilst caring for children

O Take children for toilet visits unless supervised by early years educators holding an enhanced check

O Change nappies

O Be left alone in a room or outside with children

O Administer medication

O Administer first aid

O Take photographs of any children

O Be involved in looking at a child's learning and development log, but can contribute to it

O Have access to children's personal details and records

• While adhering to the above list, we recognise that it is vital that the early years educator member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the nursery day.

6. Ongoing support and checks

- All early years educators are responsible for notifying the manager in person if there are any changes to their circumstances that may affect their suitability to work with children (early years educators suitability status will also be checked through an annual 'early years educators suitability questionnaire'). This includes any incidents occurring outside the nursery. Early years educator will face disciplinary action should they fail to notify the manager immediately
- We act on any information that comes to our attention that suggests someone may no longer be suitable for their role
- All early years educators will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at early years educators supervisions and review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the Absence management procedure
- The nursery manager will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. Please see the Disciplinary procedure for further details

- Every early years educators will have two meetings a year with the manager: a formal appraisal and a more informal review. This will provide an opportunity for the manager and member of early years educator to discuss training needs for the following six months as well as evaluate and discuss their performance in the previous six months
- The manager, deputy and room leaders will be responsible for any support the team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback.
- We will ensure early years educators receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the nursery
- The nursery will provide appropriate opportunities for all early years educators to undertake professional development and training to help improve the quality of experiences provided for children.

7. Students and agency/supply staff

- All students will receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values
- All students will be fully supervised to ensure they receive the appropriate support, training and information they may require
- We request confirmation that all necessary checks have been completed by the agency before using any supply or agency staff. Once checks are obtained we record the DBS check reference number, the date the check was obtained and details of who obtained it
- We have a short induction prior to agency staff working with the children. It is our policy that all agency and supply staff are fully supervised and not left alone with children
- Students on long term placements and volunteers (aged 17 or over) and early years educators working as apprentices in early education (aged 16 or over) may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

REFERRAL FORM

Date	
Name	
Date of birth	
Male/Female	
Ethnicity	
Language	
Interpreter required?	Yes/No
Address Postcode	
Phone number	
Nursery name	
Name of person completing form	
Date started at nursery	
Main carer(s) name	
Parental responsibility/legal custody	
Parent/carer address(es) and contact number(s)	
Parent/carer aware of referral? State reason	Yes/No
Child aware of referral (where age/stage appropriate)? State reason	Yes/No
Any other relevant information (e.g. GP, health visitor)	

Reason for referral. Include as much detail as possible and continue on a separate sheet if necessary	
Date, time and place of incident	
Category of concern (please circle)	Physical Sexual Emotional Neglect Other
Who have you spoken to and what was said?	
State action taken and when	
Have you informed the statutory child protection authorities?	Police yes/no (delete as appropriate) Date and time: Name and phone number of person you spoke to: Local authority children's social care: yes/ no (delete as appropriate) Date and time: Name and phone number of person you spoke to: Action agreed with child protection authorities (if applicable)
Staff signature Print name	
Manager signature Print name	
Where appropriate: Parent/carer signature(s) Parent/carer name(s)	

RESPECTFUL INTIMATE CARE POLICY

At Three Gables we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. Children need to feel safe, secure and happy so we expect nursery early years educators to be responsive to children's needs, whilst maintaining professionalism. We accept that children need to be cuddled, encouraged, held and offered physical reassurance, and ensure intimate care routines are undertaken in a safe, respectful and child-centred way.

Intimate care routines may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required. In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis and, wherever possible, by the child's key person. First aid treatment will be carried out by a qualified paediatric first aider.

Providing intimate care involves working with children when they are particularly vulnerable, which can provide heightened opportunities for abuse. Therefore, to promote good practice and minimise the risk of allegations we have the following guidelines to ensure early years educators (male or female) are fully supported and able to perform their duties safely and confidently.

Management

- Promote consistent and caring relationships through the key person system in the nursery and ensure all parents understand how this works
- Ensure all early years educators undertaking intimate care routines have suitable enhanced DBS checks
- Conduct thorough inductions for all new early years educators to ensure they are fully aware of all nursery procedures and arrange specialist training where required, i.e. paediatric first aid training, specialist medical support
- Follow up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Ensure all early years educators have an up-to-date understanding of the Safeguarding children and child protection policy, including how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise concerns
- Operate a Whistleblowing policy to help early years educators raise any concerns about their peers or managers and help early years educators develop confidence in raising worries as they arise in order to safeguard the children in the nursery
- Conduct working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the early years educators including intimate care routines
- Conduct regular risk assessments on all aspects of the nursery operation, including intimate care, and review the safeguards in place. The nursery assesses all the risks relating to intimate care routines and uses appropriate safeguards to ensure the safety of all involved.

Environment

- Leave any doors open when changing children's nappies, soiled or wet clothing, or other intimate routines, whilst maintaining their dignity
- Ensure children are afforded privacy and dignity during intimate care routines, whilst balancing this with the need to safeguard children and early years educators.

Parents

- Work closely with parents on all aspects of the child's care and education as laid out in the Parents as partners policy. This is essential for intimate care routines which require specialist training or support
- If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the early years educators to care for the child fully and meet their individual needs.
- Where a parent expresses a preference based on religious or cultural grounds, the nursery will make reasonable efforts to accommodate this request, provided it does not breach equality or safeguarding policy

Relationships

- Although we recognise it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Early years educators are advised to do this in view of other children and early years educators, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, early years educator are advised to leave the door open. It is the duty of all early years educators and the manager to ensure that children are appropriately comforted and to monitor practice
- We discourage inappropriate behaviour such as over tickling, over boisterous play or inappropriate questions such as asking children to say they love a early years educators and we advise early years educators to report any such observed practice
- Early years educators are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks.

If a parent or an early years educator has concerns or questions about intimate care procedures or individual routines, practice procedures or behaviour they consider as inappropriate, including between early years educators, they are urged to see the manager at the earliest opportunity.

Management will challenge inappropriate behaviour in line with the supervisions policy/ disciplinary procedure or whistleblowing policy.

If the concern relates to the manager and/or nursery owner then parents should contact:
BCP Children's Services First Response on 01202735046 / Out of hours social services 01202738256 or Ofsted 0300 123 4666.

RETURN TO WORK INTERVIEW RECORD

Name	
Department/Room	
Line manager	
Date of return to work interview	
Date(s) of absence	
Number of days absent	
Brief description of absence	
Is the absence related to any previous absences?	
Did the employee properly notify the employer of his/her absence?	
Did the employee consult his/her GP?	
Did the GP make any recommendations on a 'fit note' such as a phased return to work or potential changes to the employee's hours, duties or to the working environment?	
Is the employee fit to return to work?	
Is there a likelihood of reoccurrence? If yes, what support can be provided?	
Notes e.g. GP recommendations for return to work; refer to occupational health; new risk assessment required; requirement for attendance to improve	
Signed (employee)	
Signed (line manager)	
Date	

SAFEGUARDING CHILDREN AND CHILD PROTECTION POLICY

PART 1: Safeguarding children and child protection procedures

Safeguarding Children and Child Protection Policy

Introduction

The core content for this policy reflects the key requirements and principles outlined in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2025 and Keeping Children Safe in Education (KCSiE) 2025.

The Early Years Foundation Stage 2025 Safeguarding and Welfare Requirements state:

- 3.5 Providers must have and implement policies and procedures to keep children safe and meet EYFS requirements.

Policies and procedures should be in line with the guidance and procedures of the relevant LSP.

- 3.6 Safeguarding policies must include:
  - The action to be taken when there are safeguarding concerns about a child.
  - The action to be taken in the event of an allegation being made against an early years educator.
  - How mobile phones, cameras and other electronic devices with imaging and sharing capabilities are used in the setting.

This policy has been implemented to ensure compliance with section three, the Safeguarding and Welfare Requirements of the EYFS. For the purpose of this policy, early years educator refers to all early years educators, students, agency, supply staff and volunteers.

Safeguarding statement

At Bright Stars Nursery Group, we work with children, parents, external agencies, and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be supported to thrive and to be safe from neglect or abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our settings we strive to protect children from the risk of radicalisation, and we promote acceptance and tolerance of other beliefs and cultures (please refer to our Valuing Diversity and Promoting Inclusion and Equality policy for further information). Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with other relevant policies and procedures. Safeguarding children is everybody's responsibility. In addition, child protection refers to the actions that we take if we are concerned that a child is at risk of harm or abuse.
At Bright Stars Nursery Group all early years educators and visitors are made aware of and must adhere to, this policy.

This policy works alongside these other specific policies to cover all aspects of child protection, including Local Authority policies and reporting procedures:

- E-safety Policy
- Looked After Children
- Allegations Against early years educators
- Notifications to Ofsted Procedure
- Safer Recruitment Policy
- Promoting Positive Behaviour
- Positive Handling of Children
- Disciplinary Policy
- Complaints Procedure
- Whistleblowing Procedure
- Attendance Policy (children)
- Employee handbook (code of conduct)
- Pre-Existing Injury Policy
- Low Level Concerns Policy

Key contacts:

- Bright Stars Nursery Group strategic DSL: Sarah Foreman, 07345 480909
- BCP children's social care (Children's Services First Response / MASH) 01202 123334
- BCP Designated Officer (LADO) 01202 817600
- BCP referral team 01202 123334
- BCP Out of Hours Team 01202 738256
- BCP Safeguarding Children Partnership 01202 093732
- BCP Early Help services 01202 123334
- Safecall helpline 0800 915 1571
- NSPCC 0808 800 5000
- NSPCC Whistleblowing Advice Line 0800 028 0285
- Ofsted 0300 123 1231
- Ofsted Whistleblowing Hotline 0300 1233 155
- Emergency police 999
- Non-emergency police 101
- Government helpline for extremism concerns 0800 789 321
- Dorset Police PREVENT 01202 222777
- Child Exploitation and Online Protection (CEOP) https://www.ceop.police.uk/safety-centre/

What is 'Safeguarding'?

Working Together to Safeguard Children (2023) states that safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment.
- preventing impairment of children's health or development.
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and

- taking action to enable all children to have the best outcomes.

It also reminds us that safeguarding is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. Everyone should consider wider environmental factors in a child's life that may be a threat to their safety and/or welfare.

We acknowledge that this policy will incorporate a range of specific safeguarding issues including (but not limited to):

Bullying (including cyberbullying)	Children and the court system
Children Missing Education (CME)	Children with family members in prison
Child missing from home or care	Child Sexual Exploitation (CSE)
Child criminal exploitation (County Lines)	Domestic Abuse
Homelessness	Drugs and alcohol misuse
Fabricated or induced illness	Faith abuse
Female Genital Mutilation (FGM)	Forced marriage
Gangs and youth violence	Gender based abuse and violence against women and girls
Hate	Honour based abuse
Mental health	Missing children and adults
Online safety	Peer on Peer Abuse
Prevent duty (radicalisation and extremism)	Private fostering
Relationship abuse	Sexual violence and sexual harassment between children
Human trafficking and modern slavery	Youth produced sexual imagery or "Sexting"

Local safeguarding partners

In 2019 Local Safeguarding Children Boards (LSCB) were replaced by "safeguarding partners". Three safeguarding partners (local authorities, police, and clinical commissioning groups) must make arrangements to work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area. The three safeguarding partners should:

- agree on ways to coordinate their safeguarding services; act as a strategic leadership group in supporting and engaging others.
- and implement local and national learning including from serious child safeguarding incidents.

The three safeguarding partners must set out how they will work together and with any relevant agencies. All three safeguarding partners have equal and joint responsibility for local safeguarding arrangements.

Policy intention

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models and develop a safe culture where early years educators are confident to raise concerns about professional conduct
- Support early years educators to notice the softer signs of abuse and know what action to take
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Promote tolerance and acceptance of different beliefs, cultures, and communities
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion, and role modelling
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.

We are aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Due to the many hours of care, we are providing, early years educators may often be the first people to identify that there may be a problem. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and early years educator to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for Children's Social Care, family support, health professionals including health visitors or the police. All early years educator will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

Our setting will:

- Keep the child at the centre of all we do, providing sensitive interactions that develops builds children's well-being, confidence, and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships.
- Introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.

- Create within the setting a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- Empower young children, through our curriculum, and promote their right to be strong, resilient and listened to. We use resources from the NSPCC Talk PANTS campaign with children and parents to help keep their children safe from abuse. We ensure that this is carried out in a way that is developmentally appropriate for the children.
- Plan the layout of the rooms to allow for constant supervision. No child is left alone with early years educator in a one-to-one situation without being within sight and/or hearing of other early years educators.
- Ensure early years educators are trained right from induction to understand the child protection and safeguarding policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children (peer on peer) through bullying or discriminatory behaviour
- Be aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- Be aware of the increased vulnerability of children with isolated families and vulnerabilities in families; including the impact of the trio of vulnerabilities (the interaction of domestic abuse, parental substance misuse (alcohol or drugs) and parental mental health issues) on children and adverse childhood experiences.
- Be aware of the additional vulnerabilities that arise from special educational needs and/or disabilities, particularly where children are non-verbal or non-mobile.
- Ensure that all early years educators feel confident and supported to act in the best interest of the child; maintaining professional curiosity around welfare of children and share information and seek the help that the child may need at the earliest opportunity.
- Ensure that all early years educators are familiar and updated regularly with child protection training and procedures (in accordance with Annex C of the EYFS, 2025) and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates.
- All setting Managers must subscribe to the CASPAR update from the NSPCC.
- Posters must be displayed around the setting containing contact information for: NSPCC, Childline, Domestic abuse/violence, social care, police and emergency medical helplines.
- Make a copy of the "What to do if you're worried a child is being abused, Advice for Practitioners 2015" available to all early years educators
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by the Local Safeguarding Partners

- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest
- Keep the setting safe online using appropriate filters, checks and safeguards, monitoring access at all times and maintaining safeguards around the use of technology by early years educators, parents and visitors in the setting.
- Ensure that children are never placed at risk while in the charge of setting early years educator
- Identify changes in early years educator behaviour and act on these as per the Employee Handbook, Well Being Toolkit and Performance Management processes.
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the setting premises including reporting such allegations to Ofsted and other relevant authorities including the local authority.
- Ensure parents are fully aware of child protection policies and procedures when they register with the setting and are kept informed of all updates when they occur
- Regularly feed into the review of this policy with early years educators and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by the Local Safeguarding Partners.

How the setting safeguards children

Our setting safeguards children and early years educators by:

- Providing adequate and appropriate staffing resources to meet the needs of all children
- Informing applicants for posts within the setting that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks before posts can be confirmed. Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information
- Giving early years educators and students regular opportunities during supervisions and having an open door policy to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children.
- Following robust recruitment and vetting procedures.
- Having procedures for recording the details of visitors to the setting and take security steps to ensure that that no unauthorised person has unsupervised access to the children
- Ensuring all visitors/contractors are supervised whilst on the premises, especially when in the areas the children use
- Staying vigilant to safeguard the whole setting environment and be aware of potential dangers on the setting boundaries such as drones or strangers lingering. We will ensure the children remain safe at all times

- Ensuring that early years educators are aware not to contact parents/carers and children through social media on their own personal social media accounts and they will report any such incidents to the management team to deal with
- Ensuring that all early years educators have access to, and comply with, the whistleblowing policy which provides information on how they can share any concerns that may arise about their colleagues in an appropriate manner. We encourage a culture of openness and transparency, and all concerns are taken seriously
- Ensuring all early years educators are aware of the signs to look for of inappropriate early years educator behaviour, this may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately
- Ensuring all early years educators will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training, safeguarding concerns and any needs for further support or training
- Having peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for early years educators development are quickly identified. Peer observations allow us to share constructive feedback, develop practice and build trust so that early years educators are able to share any concerns they may have. Concerns are raised with the DSL and dealt with in an appropriate and timely manner
- Ensuring the deployment of early years educators within the setting allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.
- Implementing a process preventing the use of mobile phones, smart watches, cameras and other electronic devices with imaging and sharing capabilities within the setting as appropriate.

Our setting has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the nursery manager/DSL/Strategic DSL at the earliest opportunity.

Staffing and safer recruitment

Our policy is to provide a secure and safe environment for all children. We follow safer recruitment practices including obtaining references and all early years educators employed to work with children will have enhanced criminal record checks from the Disclosure and Barring Service (DBS), including an overseas check for any early years educators that have lived or worked outside the UK, before being able to carry out intimate care routines or be left unsupervised with children. Further details can be found in the settings Safer Recruitment Policy.

All early years educators will attend safeguarding training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the setting. During induction early years educators will be given contact details for the local authority children's social care team's, the local safeguarding children partnership and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

All early years educators will understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the local safeguarding children partnership. The Local Authority threshold document provides a framework for professionals who are working with children, young people and families; it aims to help them to identify when a child may need additional support to achieve their full potential. A copy must be displayed in the office and staffroom and should be referred to in the event of a concern.

Ongoing suitability of early years educator is monitored through:

- regular supervisions
- peer observations
- termly declaration of staff suitability
- reviewing safeguarding understanding and competencies
- regular review of DBS using the online update service

Monitoring children's attendance

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

Please refer to the Recording and Monitoring Attendance (Children) policy for further details.

Designated Safeguarding Leads

Bright Stars Nursery Group has a Strategic Safeguarding Lead (DSL), Sarah Foreman who is responsible for the development and implementation of policies, procedures and practice which create a culture of safety.

Early years educators may raise concerns about any aspect of the setting's practice, (which do not meet the criteria for being dealt with as a complaint, grievance, or allegation), to the Strategic Safeguarding Lead in confidence and without fear of reprisals, to ensure that the setting continues to work within best practice and safeguard children and young people.

For further information please see the Whistleblowing procedure

Every setting will have a DSL and deputy DSL who will be responsible for overseeing safeguarding concerns within their setting. Their role will include:

- Ensuring they have relevant links with statutory and voluntary organisations with regard to safeguarding.
- Understanding Local Safeguarding Children Partnership procedures
- Undergoing training to provide them with the knowledge and skills required to carry out the role. The training should be updated every year (Local Authority and/or Bright Stars training).
- In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.
- Support the ongoing development and knowledge of the early years educator team with regular safeguarding updates and training.
- Provide feedback and support to the Strategic DSL in reviewing the Safeguarding and Child Protection Policy and other associated policies.

On occasions where safeguarding concerns exist for a child in the context of a family situation and siblings attend other schools or settings; it may be appropriate for the DSL to consult on a confidential basis with the DSL from another school/setting to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from the relevant operations manager.

The Designated Safeguarding Contacts for Three Gables are:
Westbourne

Designated Safeguarding Lead	Chelsea Simpson
Deputy Designated Safeguarding Lead	Laura Spicer

Ashley Cross

Designated Safeguarding Lead	Josie Lane
Deputy Designated Safeguarding Lead	Stephanie Saunders

The Bright Stars Nursery Group Safeguarding Poster, stating the name of the Designated Safeguarding Leads, Operations Manager and the Strategic Safeguarding Lead, will be clearly displayed in the setting.

Signs and Indicators of Abuse and Reporting Procedures

Signs and indicators of abuse

There are four categories of child abuse. They are defined in the UK Government Working Together to Safeguard Children 2023 document:

- Physical
- Emotional
- Neglect
- Sexual

The NSPCC document Definitions and Signs of Child Abuse provides guidance for professionals who work with children on how to recognise the signs of child abuse and should be read alongside this procedure.

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

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

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or early years educator
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

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

Emotional states:

- Fearful
- Withdrawn
- Low self-esteem.

Behaviour:

- Aggressive
- Oppositional habitual body rocking.

Interpersonal behaviours:

- Indiscriminate contact or affection seeking
- Over-friendliness to strangers including healthcare professionals
- Excessive clinginess
- Demonstrating excessively 'good' behaviour to prevent parental or carer disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents or carers
- Lack of ability to understand and recognise emotions
- Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

Physical Abuse

Working Together to Safeguard Children (2023) identifies physical abuse as "A form of abuse which may involve hitting, shaking, throwing,
poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child." Symptoms may include bruising or injuries in an area that is not usual for a child, e.g. fleshy parts of the arms and legs, back, wrists, ankles, trunk and face.

All children can suffer injuries during their early years as they explore and develop. If an explanation of how a child received their injury doesn't match the injury itself, if a child's injuries are a regular occurrence or there is a pattern to their injuries, then early years educators must report their concerns.

We record all pre-existing injuries as per our Pre-Existing Injury Policy and are alert to issues that might give us concern, for example where there is a pattern or a number of injuries or implausible explanations. Many children will have cuts and grazes from typical childhood injuries. When children enter the setting with an existing injury, we will record the details of the injury. Any injuries that are a cause of concern will be followed up with parents and the DSL. For the purposes of this policy, an unacceptable or implausible explanation is one that is inadequate or inconsistent with the child or young persons:

- Presentation.
- Normal activities.
- Existing medical condition.
- Age or developmental stage.
- Presentation and account given by parent/carer.

An explanation based on cultural practice is also unacceptable because this does not justify hurting or maltreating a child or young person.

On occasions it can be difficult to know if a skin mark is suspicious or not e.g. birth mark: blue grey spots, haemangioma or marks that may be associated with recent birth trauma/delivery. Where there is any doubt regarding the presentation NOT being a birth mark, an immediate referral to the Children's Social Care Team should be made.

Bruising in Non-Mobile Babies and Children

Bruising is the most common injury in physical child abuse and a common injury in non-abused children, the exception to this being in non-mobile infants where accidental bruising is rare. **All incidents of bruising in infants who are not independently mobile must be referred to children's services.**
A child is considered non-mobile if they are not yet crawling, bottom shuffling, pulling to stand, cruising around furniture, toddling or walking independently; this includes all children under the age of 6 months. An older infant or child with a disability with any of the risk indicators would also warrant careful consideration.
Babies or children who can roll are classed as non-mobile for the purposes of this procedure.

When assessing a concern, the DSL must use their judgement regarding babies who can sit independently but cannot crawl, depending on severity of the injury, the account of the parent or care giver and the plausibility.

Fabricated Illness

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The parent or carer may seek out unnecessary medical treatment or investigation; they may exaggerate a real illness and symptoms or deliberately induce an illness through poisoning with medication or other substances, or they may interfere with medical treatments. Fabricated illness is a form of physical abuse, and any concerns will be reported, in line with our safeguarding procedures.

Emotional abuse

Working Together to Safeguard Children (2023), defines emotional abuse as the "The persistent emotional maltreatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child 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. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone"

Signs that children are being emotionally abused may include shying away from an adult who is abusing them; becoming withdrawn, aggressive or clingy in order to receive love and attention; not having a close bond with their parent/carer; seem unconfident or anxious or being aggressive towards others.

Action should be taken if the early years educator has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill emotional treatment or rejection. Children may also experience emotional abuse through witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

Neglect

Working Together to Safeguard Children (2023) defines Neglect as "the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing, and shelter (including exclusion from home or
- abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment
- provide suitable education

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs."

Signs of neglect may include a child persistently arriving at the setting unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at the setting in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at the setting. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.
Action should be taken if the early years educator has reason to believe that there has been any type of neglect of a child.

Sexual abuse

Sexual abuse "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 assault by penetration (for example, rape or oral sex) or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children
Action must be taken if a early years educator witnesses an occasion(s) where a child indicates sexual activity through words, play, drawing, has an excessive preoccupation with sexual matters; or has an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls/toys or in the role-play area with their peers; drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words." (Working Together to Safeguard Children, 2023)

If a child is being sexually abused, you may see both emotional and physical indicators.

Emotional signs:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Personality changes such as becoming insecure or clingy, being withdrawn or overly extroverted and outgoing
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer
- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures or acting out actions inappropriate for their age
- Using sexually explicit language
- They may withdraw away from a particular adult and become distressed if they reach out for them, but they may also be particularly clingy to a potential abuser so all symptoms and signs should be looked at together and assessed as a whole.

Physical Signs:

- Bruises
- Bleeding, discharge, pains or soreness in their genital or anal area, or between the legs
- Sexually transmitted infections

Safeguarding Children with Special Educational Needs and Disabilities (SEND)

- Bright Stars Nursery Group acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening. The DSL will work closely with the SENCO to plan support as required.
- Our settings will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- All early years educators will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse. To address these additional challenges, our setting will always consider extra pastoral support for children with SEN and disabilities.

Domestic Abuse

Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of

gender or sexuality. It can also happen between adults who are related to one another.
Domestic abuse can include:

- coercive control such as being told where to go and what to wear or being isolated from friends and family
- physical abuse such as being punched, kicked, cut, or being hit with an object
- emotional abuse such as being constantly undermined, sworn at, intimidated, ridiculed, harassed, or threatened with harm or death
- sexual abuse and rape including within a relationship or being made to have sex with other people
- stalking and harassment such as being repeatedly followed or spied on, being regularly given unwanted gifts or receiving unwanted communication
- economic and financial abuse such as having access to money controlled or withheld or being prevented from earning money
- technology-facilitated abuse such as having messages and emails monitored or deleted, constantly being sent messages or calls, or being tracked via device location

Domestic abuse always has an impact on children. Being exposed to domestic abuse in childhood is child abuse. Children may experience domestic abuse both directly and indirectly. (NSPCC, 2024) Concerns regarding domestic abuse should be recorded and reported following the safeguarding children procedure.

Online Safety (E-Safety)

We take the safety of our children very seriously and this includes their online safety. Please refer to the E-Safety policy for further details.
Providers may also find it helpful to read 'Safeguarding children and protecting professionals in early years settings: online safety considerations'.

Peer-on-Peer Abuse

Although we primarily care for young children, we are aware that peer-on-peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse, or sexual abuse. We will report this in the same way we do for adults abusing children and will take advice from the appropriate bodies on this area; to support for both the victim and the perpetrator, as they could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

Mental Health

- All early years educators will be made aware that mental health concerns can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Early years educator are aware of how children's experiences, can impact on their mental health, behaviour, and education.

- Early years educators are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- If early years educators have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL.
- The experience of attachment difficulties, abuse trauma and loss can have long lasting effects on mental health and wellbeing and how children and young people relate to others. Our Key Person Approach facilitates strong attachments, which in turn influences a child's development, their sense of self, confidence, and resilience.
- We use Emotion Coaching as a communication strategy to support. Emotion Coaching is an effective way to nurture mental health and wellbeing in early years settings and helps children to self-regulate and manage their stress responses.

Contextual safeguarding

- As young people grow and develop, they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.
- As part of our safeguarding procedures, we will work in partnership with parents/carers and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

Extremism – the Prevent Duty

Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

Reasons for referral may include a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead early years educators to be worried about the safety of a child in their care. We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details. Concerns should be addressed following the safeguarding procedure and the police where necessary.

For further information refer to the Prevent Duty website.

Female Genital Mutilation (FGM)

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. Some ethnic groups practise this form of physical abuse as a cultural ritual. When the procedure happens is dependent on the community and it may occur shortly after birth, during childhood; during adolescence, just before marriage or during a woman's first pregnancy. The practice can cause severe pain and

there may be immediate and/or long-term health consequences, including mental health problems, urinary infection, septicaemia, incontinence; difficulties in childbirth, causing danger to the child and mother; and/or death.

If you have concerns about a child or family, you should contact children's social care team immediately in the same way as other types of physical abuse. We have a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18.

Breast ironing

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear, or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage. Although this is unlikely to happen to children in the setting due to their age, we will remain vigilant for the signs and symptoms in any children and families using our services and follow-up concerns following our regular safeguarding referral process.

Breast Ironing/Flattening is a form of physical abuse and can cause serious health issues such as:

- Abscesses
- Cysts
- Itching
- Tissue damage
- Infection
- Discharge of milk
- Dissymmetry of the breasts
- Severe fever.

Child Sexual Exploitation and Child Criminal Exploitation

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

Child Sexual Exploitation

We will be aware of the possibility of CSE and the signs and symptoms this may manifest as

Signs and indicators may include:

- Physical injuries such as bruising or bleeding

- Having money or gifts they are unable to explain Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language that you wouldn't expect them to know
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions.
- children who associate with other young people involved in exploitation.
- children who suffer from changes in emotional well-being.
- children who misuse drugs and alcohol.
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

As with other concerns our safeguarding procedures will be followed as appropriate.

County Lines & cuckooing

The National Crime Agency (NCA) describe county lines as 'a term used when drug gangs from big cities expand their operations to smaller towns, often using violence to drive out local dealers and exploiting children and vulnerable people to sell drugs. These dealers will use dedicated mobile phone lines, known as 'deal lines', to take orders from drug users. Heroin, cocaine and crack cocaine are the most common drugs being supplied and ordered. In most instances, the users or customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment'.
Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher

educational institutions, pupil referral units, special educational needs schools, children's homes and care homes
Signs and indicators to be aware of include:

- Changes in the way young people you might know dress
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc.)
- Missing from home or schools and/or significant decline in performance
- New friends or relationships with those who don't share any mutual friendships with the victim or anyone else
- May be carrying a weapon
- Receiving more texts or calls than usual
- Sudden influx of cash, clothes or mobile phones
- Unexplained injuries
- Significant changes in emotional well-being
- Young people seen in different cars/taxis driven by unknown adults
- Young people seeming unfamiliar with your community or where they are
- Truancy, exclusion, disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries
- Gang association or isolation from peers or social networks

Cuckooing is a form of county lines crime in which drug dealers take over the home of a vulnerable person in order to criminally exploit them as a base for drug dealing, often in multi-occupancy or social housing properties. Signs that this is happening in a family property may be an increase in people entering or leaving the property, an increase in cars or bikes outside the home; increasing litter outside, windows covered or curtains closed for long periods, family not being seen for extended periods; signs of drug use or an increase in anti-social behaviour at the home.
As with other concerns our safeguarding procedures will be followed as appropriate.

Honour Based Abuse

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

Signs and symptoms of HBA include:

- Changes in how the child dresses or acts, such as not 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations
- Signs of depression, anxiety or self-harm

- Frequent absences
- Restrictions on friends or attending events.

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

Child trafficking and modern slavery

Child trafficking and modern slavery is when children are recruited, moved, transported and then exploited, forced to work or are sold.
For a child to have been a victim of trafficking there must have been:

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

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

Signs and symptoms for children include:

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

Adult sexual exploitation

As part of our safeguarding procedures, we will also ensure that early years educators and students are safeguarded from sexual exploitation.

Child abuse linked to faith or belief (CALFB)

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

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

- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.
As with other concerns our safeguarding procedures will be followed as appropriate.

Responding to Suspicions of Abuse and Disclosures

Where a child makes comments to an early years educator that gives cause for concern (disclosure), or an early years educator observes signs or signals that give cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect; that early years educator will:

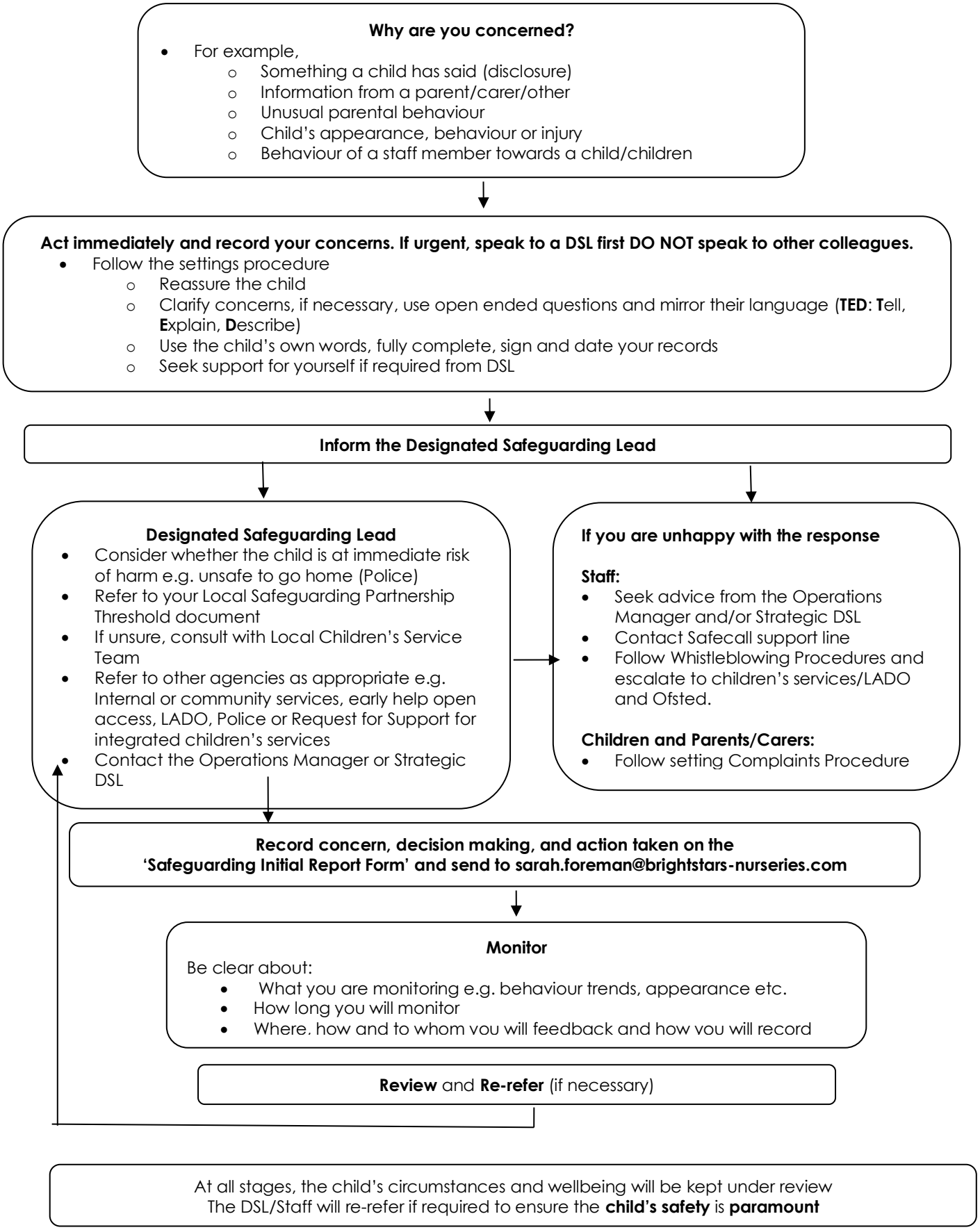
- Give full attention to the child or young person
- Keep body language open and encouraging
- Be compassionate, be understanding and reassure them their feelings are important. Phrases such as 'you've shown such courage today'
- Take time and slow down: we will respect pauses and will not interrupt the child – let them go at their own pace
- Recognise and respond to their body language
- Show understanding and reflect back
- Make it clear you are interested in what the child is telling you
- Reflect back (mirror) what they have said to check your understanding – and use their language to show it's their experience
- Reassure the child that they have done the right thing in telling you. Make sure they know that abuse is never their fault.
- Never promise to keep it a secret
- Never talk to the alleged perpetrator about the child's disclosure. This could make things a lot worse for the child.
- Make a written record that forms an objective account of the observation or disclosure that includes: the date and time of the observation or the disclosure; the exact words spoken by the child as far as possible; the name of the person to whom the concern was reported, with the date and time; and the names of any other person present at the time.

(Information taken from NSPCC)

Any disclosure will be reported to the DSL and/or the setting manager who will record the details on a safeguarding initial report form referring to both the Local Safeguarding Partnership Threshold document and the flowchart for child concerns.

The following flowchart provides an overview of the process to be followed.

Flowchart for Concerns about a Child - What to do if you have a welfare concern for a child



Allegations against adults working with children

Whistleblowing

Whistleblowing is when a worker shares information about suspected wrongdoing, and under the Public Interest Disclosure Act 1998 employees are legally protected when they raise such qualifying concerns in the public interest.
If an adult has acted in a way that suggests they may present a risk of harm to children, then this must be reported. Please refer to the Whistleblowing Policy for further details.

Sharing low-level concerns

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

See Low-level concerns policy for full details.

We define a low-level concern as:

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

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

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

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

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

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

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

- With the reporting person
- The subject matter of the concern
- Any relevant witnesses (where possible)
- Any external discussions such as with the LSP or LADO
- Their decision about the nature of the concern
- Their rationale for that decision
- Any action taken.

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

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

Where an early years educator has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will normally notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

We notify the Disclosure and Barring Service of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern

Reporting Procedures

All early years educators have a responsibility to report safeguarding concerns and suspicions of abuse. These concerns will be discussed with the DSL as soon as possible.

- Early years educator will report their concerns to the DSL on duty
- Any signs of marks/injuries to a child or information a child has given will be recorded on a body map and stored securely, separately from their individual files.
- For children who arrive at the setting with an existing injury, an existing injury report form will be completed along with the parent's/carer's explanation as to how the injury happened. Early years educator will have professional

curiosity around any explanations given, any concerns around existing injury's will be reported.

- If appropriate, any concerns/or incidents will be discussed with the parent/carer and discussions will be recorded. Parents will have access to these records on request in line with GDPR and data protection guidelines.
- If there are queries/concerns regarding the injury/information given, then the following procedures will take place:

The Designated Safeguarding Lead will:

- The DSL will Contact the Local Authority children's social care team to report concerns and seek advice immediately, or as soon as it is practical to do so.
- If it is believed a child is in immediate danger, we will contact the police.
- If the safeguarding concern relates to an allegation against an adult working with children, then the DSL will follow the reporting allegations procedure
- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not do so by LA children's social care team)
- Contact the relevant operations manager at the earliest opportunity, this must not delay a referral if this is deemed appropriate
- The Designated Safeguarding Lead will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2023). We will never assume that action has been taken.

Timely Reporting

Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. 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 place a child or young person at increased risk of harm. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

If it is decided that a concern meets the threshold of harm/risk of harm the DSL should follow the procedures above and notify the Children's Social Care Team or LADO as soon as reasonably possible, and within the same working day. If appropriate, the police should also be notified within the same working day – or immediately if necessary.

Escalation process

If we feel that a referral the setting made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the Local Safeguarding Children Partnership escalation process. A copy of this must be held alongside this policy.

- We will ensure that early years educators are aware of how to escalate concerns.

- We will follow local procedures published by the safeguarding partners to resolve professional disputes.

Keeping children safe is our highest priority and if, for whatever reason, early years educators do not feel able to report concerns to the DSL they should seek further advice from:

- the relevant operations manager
- strategic DSL
- Safecall
- Local Authority children's social care team
- the Police
- the NSPCC

Informing Parents

Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent. Advice will be sought from children's social care, or in some circumstances police, where necessary.

Parents are informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern. If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where:

- the procedures of the Local Safeguarding Partners does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (section 47)(or interfere with a police response) the designated person should consider seeking advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

Record Keeping

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

The setting keeps appropriate records to support the early identification of children and families that would benefit from support. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs**.** The duration will be dependent upon the needs of the setting.

Where confidential records are taken off site, for example when attending meetings, a record must be kept of the names of the records that have been removed, and by who and confirmation of their safe return.

Recording Suspicions of Abuse and Disclosures

Keeping Children Safe in Education' (KCSIE) 2025 states that 'All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern.
- details of how the concern was followed up and resolved.
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, early years educators should discuss with the DSL.

Early years educator should make an objective record, using the safeguarding initial concern report form of any observation or disclosure, supported by the setting manager or DSL.

These records should be signed by the person reporting this and the DSL, dated and kept in a separate confidential file.

If a child starts to talk to an adult about potential abuse, it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly, and disclosure is not forced, or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately. It is not the setting's role to investigate, it is the role of statutory services to complete this.

Early years educators involved in a safeguarding case may be asked to supply details of any information/concerns they have with regard to a child. The setting expects all early years educators to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Early years educator must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child, or early years educator.

The safeguarding file

Once a concern has been passed to the DSL and a record has been made of the action taken and/or decision making using the safeguarding initial concern report, these documents will require storage in a separate safeguarding filing system. This is regardless of whether formal child protection procedures have been initiated. For some children, this single record will be the only concern held for them over their time in the setting. For others, further information will be brought to you from a variety of sources over time.

A stand-alone individual file for a child must be started when:

- Concerns for the child and consequently records of these and actions in the setting are increasing.
- The child has been referred to a partner agency for support.
- You have been made aware of the involvement of a partner agency with the child/family and are contributing to multi agency assessments.

Records included within a child's safeguarding file may include the following:

- All setting welfare concern forms.
- Any notes initially recorded in the form of notebooks or diaries.
- Records of discussions, telephone calls and meetings (with colleagues, other agencies or services, parents and children/young people).
- Records of the settings decision making, as well as action taken and appropriate justifications.
- Professional consultations.
- Letters sent and received.
- Print outs of emails or other electronic communications sent and received.
- Referral forms (both for external and education-based services).
- Minutes of meetings (copies for each child as appropriate).
- Formal plans linked to the child (e.g. Child Protection Plan).

In cases where information is held in this variety of formats it may be helpful to use a ring binder file and organise this on a 'modular' basis for ease of reference i.e. sections titled:

- Setting records
- Letters
- Multi-agency records
- Health

When an individual file is started, the safeguarding file front sheet should be used to enable key information to be easily accessed.

Chronologies

A safeguarding chronology form should be stored at the front of a child's safeguarding file behind the front sheet, where it can be quickly accessed and viewed and should be kept up to date.

The importance of understanding concerns in the context of history, timelines and other known information cannot be underestimated. Chronologies are central to the safeguarding process and should be completed on an ongoing basis as a situation progresses. In addition to aiding assessment, a chronology will serve as an important record of setting actions and when attached to an inter-agency referral form can provide evidence for the reason for the referral.

A chronology should list specific and significant incidents, events and actions taken in relation to the child and where appropriate their family, with a brief explanation or cross-reference to the relevant record within the file.

A chronology entry should be concise, factual, and clear representation of the event/incident. If no action was taken following a concern being received, clearly explain why not.

Storing records and access

Confidential information and records about early years educators and children must be held securely and only accessible and available to those who have a right or professional need to see them.

It is the responsibility of the DSL to keep detailed, accurate, secure written records of concerns and referrals. 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 preferably within the setting's office with access only to those with direct child protection responsibility for children. It is essential to ensure that the settings leadership team know the arrangements for access to records in the absence of the DSLs.

Parents do not have an automatic right to access child welfare records and consideration will be given as to what the consequences of information sharing might be (in line with Information Sharing Guidance, 2024). Unless it would place the child at risk of significant harm, parents will be informed that a safeguarding initial concern report has been completed, where it will be stored and what will happen to it when the child leaves the setting.

Transfer of records

Where children leave the nursery, the DSL should ensure their safeguarding file is transferred to the new school or college as soon as possible.

The safeguarding file will be transferred in accordance with data protection legislation to the child's subsequent setting, under confidential and separate cover. These will be given to the new DSL, preferably by hand and a receipt of delivery will be obtained.

- The file will be marked 'Confidential, Addressee Only' and sent to the Designated Person, if known, of the receiving setting/school. The file will be delivered by hand if possible; otherwise sent by delivery that can be tracked and signed for.
- The setting will contact the receiving setting/school by telephone to make them aware that there is a child welfare file and, once sent, ask them to confirm as soon as possible that they have received the file. The setting will keep a record that the file has been received in order to be able to identify its location.
- Parents will be made aware that child welfare records will be transferred unless this would place the child at risk of acute harm.
- The setting will not keep a copy of transferred records, unless there are younger siblings for whom there are similar concerns about but will keep a record of the current file location and date the file was transferred.

- If individual child welfare files cannot be transferred for any reason, the setting will archive them for 25 years from the child's date of birth.
- All actions and decisions will be led by what is considered to be in the best interests of the child.
- If a child who is subject of a child protection plan leaves your setting and you are unaware of the name of the child's new education placement, you should contact the child's key worker from Early Help or Children's Social Care to discuss how records should be transferred.

Temporary moving/transporting of information

If information is removed temporarily from the file for any reason (for example if going to a meeting), documents should be signed in and out of the safeguarding file. DSLs will need to consider a secure means of transporting such confidential data in line with the setting's data protection policy. Memory sticks must be encrypted and if a document has to be taken offsite, the DSL should mark it as sensitive and take steps to protect the copies (e.g. carry in a lockable bag). Any spare copies that are generated (e.g. for a Child Protection Conference), should be shredded at the earliest opportunity.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority. All early years educators are bound by confidentiality, and information MUST not be discussed outside of work, or this will become a disciplinary matter.

GDPR

The setting has due regard to the data protection principles as in the Data Protection Act 2018 and General Data Protection Regulations (GDPR). These do not prohibit the collection and sharing of personal information, even without consent if this would put the child at further risk. We will follow the principles around data collection and information sharing, and ensure any information is recorded and shared in an appropriate way.

Information sharing

Effective sharing of information between professionals and local agencies is essential for safeguarding children. Early sharing of information is the key to providing early help where there are emerging problems. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Support to families & Early Help Services

- We believe in building trusting and supportive relationships with families, early years educators and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing,

monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- We will engage with any child in need plan or early help plan as agreed
- When a child and/or family would benefit from support but do not meet the threshold for Local Authority Social Care Team, a discussion will take place with the family around early help services.

Early help provides support as soon as a concern/area of need emerges, helping to improve outcomes and prevent escalation onto local authority services. Sometimes concerns about a child may not be of a safeguarding nature and relate more to their individual family circumstances. The setting will work in partnership with parents/carers to identify any early help services that would benefit your child or your individual circumstances, with your consent, this may include family support, foodbank support, counselling or parenting services.

Looked after children

As part of our safeguarding practice, we will ensure our early years educators are aware of how to keep looked after children safe. In order to do this, we ask that we are informed of:

- The legal status of the child (e.g., whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question.

Please refer to the Looked After Children policy for further details.

Policy review

This policy will be reviewed yearly or in line with updates to guidance and legislation. Please send any comments or feedback to sarah.foreman@brightstars-nurseries.com

National Support Organisations

The following links may help DSLs provide further advice and support to their learners, early years educator and parents/carers. Additional links can be found in KCSIE 2025 in Annex A and C.

Support for early years educators

- Education Support Partnership: https://www.educationsupport.org.uk
- Professional Online Safety Helpline: https://saferinternet.org.uk/our-helplines

Support for Learners

- ChildLine: https://www.childline.org.uk/
- Papyrus: https://www.papyrus-uk.org/
- The Mix: https://www.themix.org.uk/
- Shout: https://giveusashout.org/
- Fearless: https://crimestoppers-uk.org/fearless/what-is-fearless

Support for adults

- Family Lives: https://www.familylives.org.uk/
- Crime Stoppers: https://crimestoppers-uk.org/
- Victim Support: https://www.victimsupport.org.uk/
- The Samaritans: https://www.samaritans.org/
- NAPAC (National Association for People Abused in Childhood): https://napac.org.uk/
- Action Fraud: https://www.actionfraud.police.uk/
- Shout: https://giveusashout.org/

Support for Learning Disabilities

- Respond: https://respond.org.uk/
- Mencap: https://www.mencap.org.uk/

Domestic Abuse

- Refuge: https://refuge.org.uk/
- Women's Aid: https://www.womensaid.org.uk/
- Men's Advice Line: https://mensadviceline.org.uk/
- Mankind: https://mankindcounselling.org.uk/
- Respect Phoneline: https://respectphoneline.org.uk/

Honour Based Abuse

- Forced Marriage Unit: https://www.gov.uk/guidance/forced-marriage
- FGM: https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation/multi-agency-statutory-guidance-on-female-genital-mutilation-accessible-version
- Mandatory reporting of female genital mutilation: procedural information: https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information/mandatory-reporting-of-female-genital-mutilation-procedural-information-accessible-version

Contextual Safeguarding, Peer on Peer abuse, Sexual Exploitation and Criminal Exploitation:

- Contextual Safeguarding Network: https://www.contextualsafeguarding.org.uk/
- National Crime Agency: https://www.nationalcrimeagency.gov.uk/who-we-are
- Rape Crisis: https://rapecrisis.org.uk/

- Lucy Faithfull Foundation: https://www.lucyfaithfull.org.uk/
- Brook: https://www.brook.org.uk/
- Victim Support: https://www.victimsupport.org.uk/
- Anti-Bullying Alliance: https://anti-bullyingalliance.org.uk/

Substance Misuse

- We are with you (formerly Addaction): https://www.wearewithyou.org.uk/local-hubs/kent/services/drug-and-alcohol-support-for-under-25s
- Talk to Frank: https://www.talktofrank.com/

Mental Health

- Mind: https://www.mind.org.uk/
- Moodspark: https://moodspark.org.uk/
- Young Minds: https://www.youngminds.org.uk/
- We are with you (formerly Addaction): https://www.wearewithyou.org.uk/local-hubs/kent/services/drug-and-alcohol-support-for-under-25s

Online Safety

- CEOP: https://www.ceop.police.uk/Safety-Centre/
- Internet Watch Foundation (IWF): https://www.iwf.org.uk/
- Think U Know: https://www.ceopeducation.co.uk/
- Childnet: https://www.childnet.com/
- UK Safer Internet Centre: https://saferinternet.org.uk/
- Report Harmful Content: https://reportharmfulcontent.com/
- Marie Collins Foundation: https://www.mariecollinsfoundation.org.uk/
- Internet Matters: https://www.internetmatters.org/
- NSPCC/ Net Aware: https://www.nspcc.org.uk/keeping-children-safe/online-safety/
- Get safe Online: https://www.getsafeonline.org/
- Stop it Now!: https://www.stopitnow.org.uk/
- Parents Protect: https://www.parentsprotect.co.uk/
- Safeguarding Children and Protecting Professionals in Early Years Settings Online Safety Considerations for Managers (2019) https://www.gov.uk/government/publications/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations/safeguarding-children-and-protecting-professionals-in-early-years-settings-online-safety-considerations-for-managers

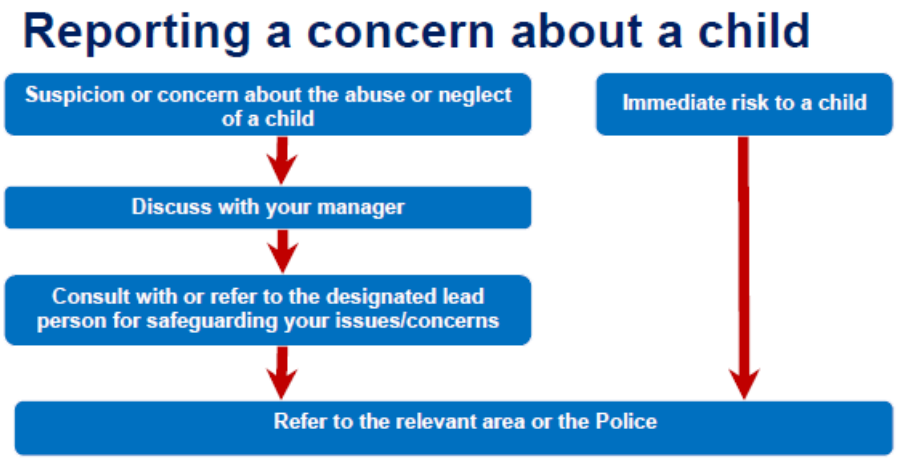
Radicalisation and hate

- Educate against Hate: https://www.educateagainsthate.com/
- Counter Terrorism Internet Referral Unit: https://www.gov.uk/report-terrorism
- True Vision: https://www.report-it.org.uk/

Legal framework and guidance

- Bruising in infants who are not independently mobile: SSCP-Bruising-in-Children-who-are-not-independently-mobile-LEAFLET-1.pdf
- Care Act (2014)
- Childcare (Disqualification) Regulations (2018)
- Childcare Act 2006 (amended 2018)
- Children Act 1989 (s47) and 2004 (s11) Children and Families Act (2014)
- Children and Social Work Act (2017)
- Counter-Terrorism and Security Act 2015.
- Criminal Justice and Court Services Act (2000)
- Data Protection Act (2018)
- Disclosure and Barring Service: https://www.gov.uk/dbs-check-applicant-criminal-record
- Disqualification by Association 2018 update
- Equality Act (2010)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- General Data Protection Regulation policy (GDPR) (2021)
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Advice for Practitioners providing Safeguarding Services (DfE 2024)
- Keeping Children Safe in Education (KCSiE) 2025
- Protection of Children Act (1999)
- Revised Prevent Duty Guidance for England and Wales (HMG, 2023)
- Safeguarding Vulnerable Groups Act (2006)
- Serious Crime Act (2015)
- Sexual Offences Act (2003)
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2025
- What to do if you're worried a child is being abused (2015)
- Working Together to Safeguard Children (2023)

BCP Reporting a concern flowchart



Remember: If you have a suspicion or concern about child abuse you should always take some consult, seek advice and take action

If the child lives in Dorset contact the Family Support and Advice Line:

Telephone: 01305 228558
Email: familysupportandadviceline@dorsetcouncil.gov.uk

If the child lives in Bournemouth, Christchurch or Poole contact the Children's Services First Response Hub:

Telephone: 01202 123334
Email: childrensfirstresponse@bcpcouncil.gov.uk

Out of Hours Service on: 01202 738256 or email: childrensOOHS@bcpcouncil.gov.uk

Police Non-Emergency: Call 101
Policy Emergency: Call 999

SAFETY CHECKS

At Three Gables we take reasonable steps to ensure the safety of children, early years educators and others on the premises including carrying out safety checks on a regular basis in accordance with the timescales set out in the nursery checklists table at the end of this policy

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

All early years educators are trained in health and safety to raise awareness. Early years educators knowhow to recognise potential hazards including near misses in the nursery environment and monitor safety at all times.

Risk assessments *(refer to the Overall Approach to Risk Assessment policy)*

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

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

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

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

Electrical equipment

Who checks	How often	Location/Tel. no.
B&G Fire	Yearly	01202 515451

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

Mains information at Westbourne

Locations of:

- Water stop tap: Inside boxing by double doors in big room - near electric meter 2-5 room
- Gas point: it's outside by baby unit stairs
- Fuse box: within the 2-5's room by double doors in secure cupboard
- Main electricity box: Inside the electric box 2-5 room by double doors in secure cupboard

Mains information at Ashley Cross

Locations of:

- Water stop tap: In the kitchen flat in boiler cupboard
- Gas point: outside front by bin shed
- Fuse box: as you walk into nursery on the left behind white door
- Main electricity box: same as above

Dangerous substances

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

Hot drinks and food

Hot drinks must only be consumed in the safety cups. No bottle/canned drinks, fruit juices, sweets or crisps are to be kept or consumed in the nursery rooms or outside.

Transport and outings

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

Room temperatures

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

Water supplies

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

- Monthly legionnaires checks are made

Gas appliances

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

The checklists used in nurseries include:

Checklists	Who checks	How often
Room risk assessment AM + PM	Room leads and managers	Twice a day
Water safety	Management	Weekly
PAT testing	B&G Fire	Yearly

SEPERATED FAMILY POLICY

At Three Gables we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and support the child's/children's emotional well-being and report any significant changes in behaviour to the parent.

Parents are signposted to relevant services and organisation for support for the whole family, where required.

Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

Nursery registration

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

We request these details on the child registration form. If a parent does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is paramount at all times they are in the nursery
- Comply with any details of a court order where applicable to the child's attendance at the nursery where we have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the nursery, to both parents where both hold parental responsibility
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child
- Ensure that all matters known by the early years educators relating to the family and the parent's separation remain confidential
- Ensure that no early years educator takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position.
- We will seek legal advice in the case of any disputes regarding the care or collection of the child and sharing of information, where required to ensure we meet all legal requirements.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve nursery early years educators in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager and/or key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat
- Not ask the nursery to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

SETTLING IN POLICY

At Three Gables our aim is to work in partnership with parents to help them become familiar with the setting and offer a settled relationship for the child. We know children learn best when they are healthy, safe and secure, we build positive relationships with parents to ensure we can meet children's individual needs and help them settle quickly into nursery life.

All our early years educators know about the importance of building strong attachments with children. They are trained to recognise the different stages of attachment and use this knowledge to support children and families settling into the nursery.

Our settling in procedure includes:

- Allocating a key person to each child and their family, before they start to attend. The key person welcomes and looks after the child, ensuring that their care is tailored to meet their individual needs. They will offer a settled relationship for the child and build a relationship with their parents during the settling in period and throughout their time at the nursery, to ensure the family has a familiar contact person to assist with the settling in process
- Reviewing the nominated key person if the child is bonding with another early years educator to ensure the child's needs are supported
- Providing parents with relevant information about the policies and procedures of the nursery
- Working with parents to gather information before the child starts on the child's interests, likes and dislikes and their favourite things available at settling sessions, e.g. their favourite story or resource: as well as completing a baseline of the child's current development to plan, and meet, the individual needs of the child from the first day. Offering a home visit before the child first settling in session.
- Encouraging parents and children to visit the nursery during the weeks before an admission is planned
- Welcoming parents to stay with their child, where possible and applicable during the first few weeks until the child feels settled and the parents feel comfortable about leaving their child. Settling in visits and introductory sessions are key to a smooth transition and to ensure good communication and information sharing between early years educators and parents
- Encouraging parents/carers to send in family photos to display to help settle the child
- Creating photo books of the setting including photos of early years educators for the child to take home and share with their parent/carers and become familiar with the early years educators and new environment
- Reassuring parents whose children seem to be take a little longer to settle in and developing a plan with them, for example shorter days, where possible
- Providing regular updates and photos of the children settling on the Interactive 360 app
- Encouraging parents, where appropriate, to separate themselves from their children for brief periods at first, gradually building up to longer absences

- Assigning a Secondary key person to each child in case the key person is not available. Parents are made aware of this to support the settling process and attachment
- Respecting the circumstances of all families, including those who are unable to stay for long periods of time in the nursery and reassure them of their child's progress towards settling in
- Not taking a child on an outing from the nursery until they are completely settled.

SICKNESS AND ILLNESS POLICY

At Three Gables we promote the good health of all children attending including oral health by:

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

Our procedures

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

- If a child becomes ill during the nursery day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time we care for the child in a quiet, calm area with their key person (wearing PPE), wherever possible.
- We follow the guidance published by UK Health Security Agency for managing specific infectious diseases and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours from the last episode of sickness or diarrhoea
- We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources that may have come into contact with a contagious child to reduce the spread of infection
- We notify Ofsted as soon as is reasonably practical, but in any event within 14 days of the incident of any food poisoning affecting two or more children cared for on the premises.
- We ask parents to keep children on antibiotics at home for the first 48 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions, e.g. asthma and the child is not unwell). This is because it is important

that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics

- We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable.
  If a child is sent home from nursery due to being unwell, they are not permitted to attend for at least 24 hours after.
- We make information about head lice readily available and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.

Meningitis procedure

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

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

The nursery manager or selected early years educator must:

- Inform a member of the management team immediately
- Call 999 for an ambulance immediately if the illness is severe. DO NOT attempt to transport the unwell child in your own vehicle
- Follow the instructions from the 999 call handler
- Whilst waiting for the ambulance, an early years educator must contact the parent(s) and arrange to meet them at the hospital
- Redeploy early years educators if necessary to ensure there is adequate deployment of early years educators to care for the remaining children. This may mean temporarily grouping the children together
- Arrange for the most appropriate early years educator to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Early years educators may also require additional support following the accident.

SINGLE CENTERAL RECORD (SCR)

Maintaining a Single Central Record (SCR) is not mandatory for early years settings. However, in the 'Inspecting arrangements for early years educator recruitment and vetting' section of the Ofsted document *Inspecting safeguarding in early years, education and skills* it is clear that inspectors will want to check the provider can provide evidence of suitability. Using the SCR allows a setting to have the required information in one place.

Check the EYFS statutory framework 'Suitable people' section for required checks and add them to the record below.

Identity				Qualifications		Barred List Check	DBS	Childcare Disqualification Requirements	Right to work in UK	Overseas Checks
Name	Address	DOB	Evidence & Date	Required Y/N	Evidence & Date	Check Evidenced	Check Evidenced & Date	Check Evidenced & Date	Check Evidenced & Date	Check Evidenced & Date

SLEEP POLICY

At Three Gables we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies' sleeping is paramount. Our policy follows the advice provided by The Cot Death Society and Lullaby Trust to minimise the risk of Sudden Infant Death. We make sure that:

- Babies are placed on their backs to sleep, if a baby has rolled onto their tummy, we turn them onto their back again unless they are able to roll from back to front and back again, on their own, in which case we enable them to find their own position
- Babies/toddlers are never put down to sleep with a bottle to self-feed
- Babies/toddlers are monitored visually when sleeping looking for the rise and fall of the chest and if the sleep position has changed
- Checks are recorded every 10 minutes and as good practice we monitor babies under six months or a new baby sleeping during the first few weeks every five minutes until we are familiar with the child and their sleeping routines, to offer reassurance to them and families.

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding/blankets and ensuring babies are appropriately dressed for sleep to avoid overheating
- Only using safety-approved cots or other suitable sleeping equipment (i.e. mats) that are compliant with British Standard regulations
- Using a firm and flat mattress and waterproof mattress covers in conjunction with a clean fitted sheet
- Only letting babies sleep in prams if they lie flat and we have written permission from the parent
- Enable babies to sleep outdoors, where appropriate and with parents' permission
- Not using cot bumpers or cluttering cots with soft toys, although comforters may be given where required
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags
- Ensuring every baby and toddler is provided with clean bedding labelled to them and working in partnership with parents to meet any individual needs for example if a child prefers to sleep in a sleeping bag we will ask parents/carers to bring one from home
- Cleaning all bedding as required and at least weekly
- Transferring any baby who falls asleep while being nursed by a early years educators to a safe sleeping surface to complete their rest
- Having a no smoking/vaping policy.

We ask parents to complete forms on their child's sleeping routine with the child's key person when the child starts at nursery and these are reviewed and updated at timely intervals. If a baby has an unusual sleeping routine or a position that we do not

use in the nursery i.e. babies sleeping on their tummies or in a sling, we will explain our policy to the parents and not usually offer this unless the baby's doctor has advised the parent of a medical reason to do so. In such cases, we would ask parents to sign to say they have requested we adopt a different position or pattern on the sleeping babies form.

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. However, early years educator will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep.

Individual sleep routines are followed rather than one set sleep time for all children. We create an environment that helps to settle children that require a sleep for example dimming the lights, using soft music, where applicable. We will maintain the needs of the children that do not require a sleep and ensure they can continue to play, learn and develop. This may involve taking children outdoors or linking with other rooms or groups of children.

The key person will discuss with parents any changes in sleep routines at the end of the day and share observations and information about children's behaviour if they do not receive enough sleep.

Sleeping twins

We follow the advice from The Lullaby Trust regarding sleeping twins while working with parents to maintain sleep routines and well-being.

Further information can be found at: http://www.lullabytrust.org.uk

Pre-school children can become very tired during the day, they also need the opportunity to rest or sleep within the nursery day.
We also try to follow each child's routine, home from home to offer consistency but when it comes to sleep restrictions, we respect parental wishes, but the welfare of the child is always paramount. As we know that research shows, it takes at least 20 minutes for a child's brain to relax and go into a deep sleep, so we would advise not waking a child after 30 minutes as essentially, they are only having 10 minutes sleep.

Recommended Sleep Durations for Children:

Age	Daytime Sleep	Nighttime Sleep	Total Sleep
6 months	3 hours	11 hours	14 hours
9 months	2.5 hours	11 hours	13.5 hours
12 months	2.5 hours	11 hours	13.5 hours
2 years	1.5 hours	11.5 hours	13 hours
3 years	0–45 minutes	11.5–12 hours	12–12.75 hours
4 years	— (no nap)	11.5 hours	11.5 hours

SOCIAL NETWORKING POLICY

Social media is a large part of the world we live in and as such at Three Gables Nursery we need to make sure we protect our children by having procedures in place to ensure the safe use.
We currently, do not use social media to represent the nursery in any way.

If we did have a social media platform to represent the nursey, we would in order to safeguard children ensure:
• We have prior written permission in place from parents before posting any images of children
• Only the designated person or management would post on our social media pages
• We would have a closed page which only parents and others who have been invited to join the group can view and comment on the posts
• We have separate permission to use any images for any open public pages that we use for marketing purposes
• We monitor comments on all posts and address any concerns immediately.

Early years educators use of social media

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

• When using social networking sites such as Facebook or Instagram we ask our early years educators:
O Not to name the setting they work at
O Not to make comments relating to their work or post pictures in work uniform
O Not to send private messages to any parent's/family members
O To direct any parent questions relating to work via social networking sites, to the manager
O Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
O Report any concerning comments or questions from parents to the manager or designated safeguarding lead
O Follow the early years educators behaviour policy
O Not post anything that could be construed to have any impact on the nursery's reputation or relate to the nursery or any children attending the nursery in any way
O To follow this in conjunction with the whistleblowing policy.

• If any of the above points are not followed then the early years educator involved will face disciplinary action, which could result in dismissal.

All electronic communications between early years educators and parents should be professional and take place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect all early years educators, children and parents.

Parents and visitors' use of social networking

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

We ask parents not to:

- Send friend requests to any member of our early years educators
- Screen shot or share any posts or pictures from any nursery correspondence (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the nursery with other children in them (e.g. Christmas party photographs or photographs from an activity at nursery)

We ask parents to:

- Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the partnership with parents policy, complaints and compliments policy).

SPECIAL CONSIDERATION FOR EMPLOYEES POLICY

At Three Gables we recognise that employees may require special consideration during their employment.

Legal requirements

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

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

Procedure

The nursery manager:

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

Special educational needs/Disabilities

If an early years educator has a special educational needs and/or disability, we encourage them to tell us about their condition so that we can consider what reasonable adjustments or support may be appropriate.

Part-time and fixed-term work

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

Transgender (transexual) employees

If an employee proposes to change their gender, has started to do so or has already done so, they are protected by the Equality Act (changing gender does not have to include medical processes or intervention).

When reviewing special considerations for transgender employees, we will seek specialist advice and liaise directly with the employee regarding their requirements. For example, we enable employees to inform us of their preferred gender and pronouns, we enable trans employees to select the toilet facilities appropriate to the gender in which they present and we treat absence for transitioning in line with our general absence procedures.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

This policy has been created with regard to:

- The SEND Code Of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS

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

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

At Three Gables Nursery we use the SEND Code of Practice definition of Special Educational Needs and Disability:

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

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
Has a significantly greater difficulty in learning than the majority of others of the same age, or
Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age

Statement of intent

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

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.
We undertake a Progress Check of all children at age two in accordance with the Code of Practice and statutory framework for the EYFS to support early identification of needs.

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

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

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

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

We will:

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

- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need

Our nursery Special Education Needs and Disabilities Co-ordinators (SENCO Lead) is Laura Spicer.

The role of the SENCO in our setting includes:

- ensuring all early years educators in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- liaising with professionals or agencies beyond the setting
- taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

We will:

- Designate a named early years educators to be the SENCo and share their name and role with all parents and the nursery team
- Have high aspirations for all children and support them to achieve to their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and where possible include the thoughts and feelings voiced by the child, where possible
- Signpost parents and families to our Local Offer in order to access local support and services
- Undertake formal Progress Checks and assessments of all children in accordance with the SEND Code of Practice January and statutory framework for the EYFS
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with all early years educators, parents and other professionals
- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all early years educators in the nursery through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our transitions policy).

- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans every 6 weeks and work with parents to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained team
- Ensure the effectiveness of our SEN and disability provision by collecting information from a range of sources, e.g. additional support reviews, Education, Health and Care (EHC) plans, early years educator and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

Effective assessment of the need for early help

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

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

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social

worker in the local authority. Local authority children's social care should set out the process for how this will happen

- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into BCP Children's Service First response may be necessary.

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

Graduated Approach

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

Assess

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

Plan

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

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

Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in

assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

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

Education and Health Care Plan (EHCP)

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

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

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

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

STAFF CODE OF CONDUCT

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

This policy should be read in conjunction with the Disciplinary procedure.

Expected behaviour from our early years educators

Within our nursery we expect our team to:

- Put our children first. The safety, welfare and ongoing development of children is the most important part of their role
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of the wider team, cohesively and openly
- Be aware of their requirements under the EYFS Statutory Framework for the EYFS and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- React appropriately to any safeguarding concerns quickly and concisely in accordance with relevant procedures and training received
- Not share any confidential information relating to the children, nursery or families using the nursery
- Maintain the public image of the nursery and do nothing that will put the setting into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional.
- Adhere to the Mobile Phone and Other Electronic Device Policy and Social Networking policy
- Report to management immediately any changes in their personal life that may impact on the ability to continue the role. These may include (but are not limited to) changes in police record, medication or any social service involvement with their own children.

Monitoring early years educators behaviour

Within the nursery we:

- Conduct regular peer observations using all early years educators and management, during which we observe interactions between early years educators and children
- Have regular supervisions with all early years educators in which ongoing suitability is monitored and recorded
- Have a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues

- Operate early years educators suitability forms and clauses in contracts to ensure any changes to their suitability to work with children are reported immediately to management
- Ensure all new early years educators are deemed suitable with the appropriate checks as detailed in the Safer recruitment of staff policy.

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

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

Procedures to be followed:

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

Where appropriate, the Disciplinary procedure will be followed.

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

All conversations, observations and notes on the early years educator will be logged and kept confidential.

STAFF DEVELOPMENT & TRAINING

At Three Gables we value our early years educators highly. We believe that ongoing personal and professional development is essential for the delivery of high-quality learning and development opportunities for children in their early years

The overall quality of our nursery is underpinned by our early years educators having the appropriate qualifications, training, skills, knowledge, and a clear understanding of their roles and responsibilities.

Every early years educators is given the opportunity to further develop their training, knowledge and skills through a comprehensive and targeted programme of professional development. High-quality professional supervision is also provided, this provides each early years educators with support, coaching and training and promotes the interests of children. Each meeting is planned based on individual performance related targets, consistent and sharply focused observation and evaluations of the impact of the team's practice.

We ensure that 25% of early years educators are qualified to Level 3 (or equivalent) or above in childcare and education or Early Years Educator. Other early years educators working at the nursery are either be qualified to Level 2 or undertaking training. Where necessary early years educators will be supported to achieve a suitable level 2 qualification in English (as defined by the Department for Education on the Early Years Qualifications List) for the completion of the Early Years Educator. We ensure early years educators have adequate maths knowledge for effective delivery of the EYFS curriculum.

We ensure setting managers appointed on or after 4 January 2024 hold a level 2 maths qualification, or they achieve one within 2 years of starting in the position.

In addition to this, we ensure that all level 2 and/or level 3 plan early years educators (on or after 30 June 2016) have either a full PFA or an emergency PFA certificate within three months of starting work and ongoing in order to include them in the required early years educator: child ratios at level 2 or level 3.

We strongly promote continuous professional development and all early years educator have individual training records and training plans to enhance their skills and expertise, which are based on discussions at supervision meetings and appraisal meetings. We have a training budget which is set annually and reviewed to ensure that the team gain external support and training where needed.

To facilitate the development of early years educator we:

- Coach, mentor, lead and offer encouragement and support to achieve a high level of morale and motivation
- Promote teamwork through ongoing communication, involvement and a no blame culture to enhance nursery practice

- Provide opportunities for delegation based on skills and expertise to offer recognition and empower early years educators
- Encourage early years educators to contribute ideas for change within the nursery and hold regular training meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning
- Encourage early years educators to further their experience and knowledge by attending relevant external training courses
- Encourage early years educators to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of early years educators within the nursery
- Provide regular in-house training relevant to the needs of the nursery
- Carry out termly supervision meetings with all early years educator. These provide opportunities for early years educators to discuss any issues particularly concerning children's development or well-being including child protection concerns, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness. Appraisals are carried out annually where objectives and action plans for early years educators are set out, while also identifying training needs according to their individual needs
- Develop a training plan that sets out the aims and intended outcomes of any training, addressing both the qualification and continuous professional development needs of the nursery and individual early years educators
- Carry out training need analyses for all individual early years educators, the team as a whole, and for the nursery every six months
- Promote a positive learning culture within the nursery
- Offer annual team building training
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and early years educators learning
- Provide inductions to welcome all new early years educators and assign a 'mentor' and support new early years educators
- Offer ongoing support and guidance
- Offer varied information sources including membership of local and national organisations, resources, publications and literature to all early years educators.

STAFF WELL-BEING POLICY

At Three Gables Nursery we promote the good health and well-being of all our early years educators. As a Nursery, we endeavour to support early years educators well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team.

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

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

Our ethos

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

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

Chelsea Simpson and Laura Spicer at Westbourne and Josie Lane and Stephanie Saunders lead our well-being practice at Ashley Cross. They will offer support on all early educators well-being and know where to access external support through our Employee Assistance Programme.
They are also committed to keeping their well-being and mental health knowledge up to date and is responsible for reviewing our practices; supporting the developing knowledge of the whole team, to ensure we are implementing the necessary strategies to safeguard the well-being of our early years educators.

Procedure to minimise work related stress:

- Complete a written stress risk assessment to identify and manage work-related stress linked to demands, control, support, relationships, role and change (see Health and Safety Executive advice)
- To ensure our early years educators are supported within the setting, new early years educators will receive a full induction so they feel competent and capable to carry out their role and responsibilities
- Early years educators will receive ongoing training, coaching and mentoring to ensure that they are supported to feel confident in their role and to minimise stress within the workplace
- Regular supervisions will take place every termly or more often if needed, in which early years educators well-being will be discussed and recorded
- Early years educators are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis
- Early years educators are be encouraged to have a healthy work-life balance; this is supported by ensuring the workload is monitored so that it is not necessary for early years educators to work outside of their scheduled hours. All contributions to work are valued and celebrated
- We will carefully review our expectations around the amount of paperwork that early years educators must complete, including observations and assessments of children. We will work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to any early years educator
- We will work hard to maintain a reflective culture within the setting that encourages feedback from early years educators about management procedures and working relationships. This reflective culture will support an environment of teamwork, facilitating the involvement of every early years educators in the practice of our setting
- Early years educators are encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms
- The nursery manager and well-being representative are available for early years educators to come and discuss any issues or concerns
- The nursery will ensure that confidential conversations take place in private, away from other early years educators and children
- All information remains confidential or on a needs to know basis to support the facilitation of open and honest conversations. However, where the manager or the well-being representative feels there is a question around the safety of the early years educator, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the early years educators, as appropriate
- We actively promote a culture of mutual respect, tolerance and cooperation tolerance, in line with the British values

- Team meetings are facilitated to support with team development, to raise awareness of mental health and well-being by engaging the team in conversations about how we, as a setting, can be maintaining a supportive environment
- We promote a culture that supports any early years educators who is experiencing a mental health related illness to discuss this and reasonable adjustments will be made to support any early years educators experiencing stress and any mental health issues
- If the nursery is made aware of any early years educators who requires support, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the early years educator. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate (see Supporting early years educators individually section)
- Leaders and managers support early years educators in a safe culture where bullying, harassment and discrimination are not tolerated, along with a culture that challenges and deals with any inappropriate behaviour in a timely manner; we have anonymous procedures to encourage reporting sexual harassment
- We have a zero tolerance approach towards discriminatory behaviour and sexual harassment, including sexual harassment
- Training includes an appropriate understanding that harassment, of any kind, is subjective and so depends on how the behaviour makes someone feel in order to create a culture of zero tolerance towards sexual harassment, including sexual harassment in particular
- If a early years educator is returning to work after a period of absence, a back to work interview is carried out as per our Absence management procedure.

Supporting Early Years Educators individually

We include well-being as part of our discussions at supervision sessions and appraisals. During these sessions, we will work with early years educators on an individual basis, and have well-being discussions to ascertain any individual well-being needs. Where the Manager and early years educator feel it is appropriate, they will draw up an individual action plan, this will include looking at the workload and any stress triggers. With the needs of the nursery also in mind, reasonable adjustments will be made for the early years educator; this could include flexible working agreements, changes in environment, adjustments to jobs role and responsibilities; more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful.

Flexible working requests

Employees are able to request flexible working from day one of their employment and they can make two flexible working requests in any 12 month period.
We follow all statutory guidance on the safeguarding of our workforce and as stated, if the manager is concerned about the safety of a early years eductor, we will work with the Designated Safeguarding Lead to ask for support from the appropriate external agencies; this is to ensure the continued safety of our workforce at all times.

STAFF WORKING WITH THEIR OWN CHILD OR CLOSE RELATION POLICY

At Three Gables we understand the potential stresses of early years educators returning to work after having a baby and understand that there may be times when an early years educators chooses our nursery to provide childcare alongside them working or that there may be occasions when an early years educator is working in the same environment a close relation e.g. niece or nephew.

In these cases we request the early years educator meet with the nursery manager and room leader, where appropriate, to discuss how best this will work alongside the nursery business needs.

We believe children learn best when they are healthy, safe and secure, have their individual needs met and have a positive relationship with the early years educators caring for them. It is our policy that all early years educators remain neutral and treat all children as individuals with the same regard.

When looking to accommodate early years educators working alongside their own child or close relative in the nursery we will make an decision/agreement based on the following circumstances:

- The individual needs of the child, including if they have any special educational needs and/or disabilities
- The number of rooms/number of early years educators / early years educator deployment/ratios
- Age/stage of development of the child
- Early years educators expertise and where/when they usually work
- Days/times the child attends
- Transition arrangements.

Whether the child or close relation is better placed within the same room or a different room from the early years educator will be decided on a case-by-case basis.

Once a decision has been made, an agreed set of guidelines will be developed between the nursery and the early years educator setting out the expectations of working with their child or close relation. This includes agreeing that during their time at nursery the child is in the care of the nursery, it is the nursery that retains responsibility for the child and their care and agreeing what they will do if they need to cover in different rooms, outdoor play etc. A similar agreement will be put in place for any early years educator who do not have direct care of the children, e.g. manager, cook, admin but whose own child or family member attends the setting.

Early years educators caring for another early years educator's child will treat them as they would any other parent and child.

Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager will meet with the early years educator to review the agreement and the following will be considered:

- Time left until the child is due to transition to the next room or school
- Temporarily moving the early years educator to another room. It is nursery policy to move the early years educator and not the child (unless transitioning) so the child continues to be in the appropriate group and can forge consistent relationships with other children
- Where the early years educator is already in another room but there are concerns, there will be an agreement between the early years educator, manager and room leader about contact with the child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again.

Breastfeeding

Where a early years educator's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.

STUDENT POLICY

At Three Gables we are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students to join our team and gain work experience within our nursery. We will accept one student at a time as more students than this places undue pressure on our early years educators. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

We expect all students to visit the nursery for an interview, followed by their student induction and nursery tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Student Handbook and sign their contract in readiness for their first day.

Our policy for those on placements is as follows:

- All students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins
- All students are assigned to a senior early years educator who will supervise their work and explain the health, safety and fire requirements of the nursery
- Students will be supervised at all times by the early years educator assigned to them and will not be left alone with the children. They may only change nappies if the manager is satisfied they are competent, responsible and know the children well enough and always under close supervision
- Students will be supported to understand nursery policies and procedures including Safeguarding, Health and Safety, Equal Opportunities, Anti-Bribery, and Whistleblowing policies
- All students are required to keep to our confidentiality policy
- It is expected that during the student's placement, their tutor will visit the nursery or have verbal communication with the Student Co-ordinator to receive feedback about the student's progress
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Early years educators will respect individual students' needs and abilities
- An accurate evaluation of ability and performance for both students and training providers will be provided and the nursery will support students who are experiencing difficulties with action plans if needed
- To maintain parent partnerships, parents will be informed when students are present in the nursery e.g. via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student
- All students on placement must adhere to the same codes of conduct as permanent early years educators including time-keeping and dress codes

- All students are encouraged to contribute fully to the nursery routine and to spend some time in every area.

In some cases, we may include students on long term placements (aged 17 and over) and early years educators working as apprentices in early education (aged 16 and over) in our adult: child ratios. This will be the discretion of the manager and only will only occur when the manager is satisfied the student/apprentice is competent and responsible.

SUPERVISION OF CHILDREN POLICY

At Three Gables we have suitable staffing arrangements to meet the needs of all children and ensure their safety.

The nursery manager is responsible for all early years educators, students, relief and agency staff receiving information on health and safety policies and procedures in the nursery in order to ensure they are adequately supervising the children, including whilst they are eating.

Supervision of children

- We ensure that children are supervised adequately at all times, whether children are in or out of the building, including eating through:
- Appropriately deploying early years educators meeting the ratio and qualification requirements to ensure children' needs are met and continuing to monitor this across the setting regularly. This includes informing parents and/or carers about early years educators deployment, and, when relevant and practical involving them in these decisions
- Making sure that every child is always within the sight and/or hearing of a suitably vetted early years educators
- Whilst eating, every child will be within sight and hearing of a suitably competent early years educator; there will always be a early years educator in the room with a valid paediatric first aid certificate
- Completing registers as soon as soon children enter and leave the premises and carrying out head counts throughout the day
- Risk assessing activities/experiences and equipment to ensure children are not exposed to unnecessary risks, including removal of any choking hazards and fully supervising any activities that may pose this risk
- Ensuring children are fully supervised at all times when involved in all types of as we are aware that children can drown in only a few centimetres of water
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps or stairs
- Support children to identify, minimise and manage risks in their play
- Making sure early years educators recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits or outdoors
- Supervising children at all times when eating; monitoring toddlers and babies closely and never leaving babies alone with a bottle. Babies are always bottle fed by a early years educator
- Supervising sleeping babies and children and never leaving them unattended
- Never leaving babies and children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required
- Increasing early years educator: child ratios during outings to ensure supervision and safety (please refer to Visits and outings policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services, e.g. hire of a bouncy castle
- An early years educator MUST supervise the children at all times.

SUPERVISION OF VISITORS POLICY

At Three Gables we take all reasonable steps to ensure the safety of children in our care. This includes making sure any visitors to the nursery are properly identified and supervised at all times.

All visitors must sign in via Interactive Learning Portal on arrival and departure.

Visitors may include prospective parent/carers, other professionals e.g. local authority workers, Ofsted inspectors, people in the community that may come to talk to the children e.g. librarians, contractors to complete work, deliveries etc.

Where applicable, we ask visitors to book in advance, so arrangements can be made to accompany them. Identity is checked of any visitors attending in a professional capacity e.g. Ofsted inspectors, speech and language therapists.

All visitors are informed of any relevant policies including the Fire safety procedures and Mobile phone and electronic device use policy including the use of smartwatches and other devices capable of recording or sharing audio and/or images, e.g. smart (camera) glasses.

We give each visitor a visitor's badge to wear to identify themselves to early years educators and parents within the nursery. An early years educator must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

Security of premises

- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to leave the nursery unattended
- Early years educators, parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Early years educators within the nursery should be the only people allowing external visitors and parents entry to the nursery

The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, early years educators and parents. The police may be called in these circumstances.

SUPERVISION POLICY

At Three Gables we implement a system of supervision for all of our early years educators following their induction and probation period. Supervision is part of the nursery's overall performance management system and promotes a culture of mutual support, teamwork and continuous improvement. It encourages the confidential discussion of sensitive issues including the opportunity for early years educators and their managers to:

- Discuss any issues – particularly concerning children's development or well-being, including child protection concerns
- Identify solutions to address issues as they arise
- Receive coaching to improve their personal effectiveness
- Develop their own skills/training needs in order to progress in their role
- Discuss any concerns relating to changes in personal circumstances that might affect an individual's ability/suitability to work with children. (This should include any incidents resulting in a reprimand, caution or prosecution by the police, any court orders or changes to their health. These changes are recorded as a declaration on the individual member of early years educator's supervision form and appropriate action is taken, where applicable, in line with the safeguarding/child protection and disciplinary procedure).

The frequency of supervision meetings is termly according to individual needs. A template agenda is used in all meetings to ensure consistency across the nursery. This clearly sets out who does what and the timeframe, i.e. what the manager is responsible for and what the early years educators needs to do.

There should always be something that an early years educator can discuss, e.g. a particular child's development, strengths or concerns. However, if there are times where early years educators may be struggling to identify areas to discuss in a supervision we will ask them to identify three things they have enjoyed about their job or that they have done well since the last supervision and one thing they have least enjoyed/requires further improvement. They will be asked to complete this prior to supervision (as set out in their responsibilities).

There may be times when supervision may be increased for members of the team as and when needed, i.e. if they have particular concerns about a child or if they are going through personal circumstances at home, for new starters or early years educators returning after long-term illness or upon request.

It is the responsibility of the manager to plan time to ensure that all early years educators receive supervisions.

At Three Gables supervision is carried out by the manager. If for any reason a supervision is cancelled a new date will be rearranged within 3-7 days.

All early years educators responsible for carrying out supervisions are trained and supported prior to carrying these out.

Early years educator have a responsibility to ensure that they are available for supervision meetings and that the necessary paperwork is complete. Information shared in supervision sessions is confidential.
The supervision process will be evaluated once a year through team feedback and is used as part of the overall performance monitoring system at the nursery.

TRANSITIONS POLICY

At Three Gables we recognise that young children will experience many transitions in their early years; some of these planned and some unplanned. We are sensitive to the impact of such changes to children and this policy sets out the ways in which we support children going through these transitions.

Some examples of transitions that young children and babies may experience are:

- Starting nursery
- Moving between different rooms within the nursery
- Starting school or moving nurseries
- Family breakdowns
- New siblings
- Moving home
- Death of a family member or close friend
- Death of a family pet.

Early years educators are trained to observe their key children and to be sensitive to any changes in their behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so early years educators can be aware of the reasons behind any potential changes in the child's behaviour.

Starting nursery

We recognise that starting nursery may be difficult for some children and their families. We have a settling in policy to support the child and their family.

Moving room's procedure

When a child is ready to move to a different room in the nursery, we follow the process set out below and work with the parents to ensure this is a seamless process in which the child is fully supported at all stages. This may include a handover meeting between the existing key person, new key person, parents and:

- Planning according to the individual needs of the child and when they are ready to move
- Enabling the child to spend short sessions in their new room prior to the permanent move to so they feel comfortable in their new surroundings with their key person initially so they have a familiar person present at all times
- Wherever possible transitioning groups of friends together to enable these friendships to be kept intact and support the children with the peers they know
- Keeping parents informed of all visits and the outcomes of these sessions e.g. through photographs, discussions or diary entries
- Only transitioning the child when they feel settled and ready to move. If a child requires more support this will be discussed between the key person, parent, manager and room leader of the new room to agree how and when this will happen. This may include moving their key person with them on a temporary basis.

Starting school or moving childcare providers

Starting school is an important transition and some children may feel anxious about the move. We will do all we can to facilitate a smooth transition and minimise any potential stresses. This following process relates to children going to school. However wherever possible, we will adapt this process to support children moving to another childcare provider e.g. childminder or another nursery.

- We provide a variety of resources that relate to the school, e.g. uniform to dress up in, a role play area set up as a school classroom, photographs of all the schools the children may attend and of the teachers. This helps the children to become familiar with this new concept and will aid the transition
- Build relationships with local schools where possible throughout the year and invite them to key events or we will attend key events, e.g. nativity, sports day
- We invite school representatives into the nursery, where possible or invite them to talk via online platforms such as Zoom so they have the opportunity to introduce themselves to the children
- Where possible we use other ways to support the transition to school, e.g. inviting previous children from the nursery who have moved on to school to come back and talk to the children about their school experiences
- Where possible we plan visits to the school with the key person. Each key person will talk about the school with their key children who are due to move to school and discuss what they think may be different and what may be the same. They will talk through any concerns the child may have and initiate activities or group discussions relating to any issues to help children overcome these
- We produce a comprehensive report on every child leaving the setting and with parental permission will share this with the school to enable teachers to have a good understanding of every child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning
- With parental permission around school allocation day we may share details of the schools children are going to so parent/carers can see which children may be going to the same school. This can offer some reassurance for the children to know that are moving with some familiar peers.

Other early years providers

Where children are attending other early years settings or are cared for by a childminder we will work with them to share relevant information about children's development. Where a child is brought to nursery or collected from nursery by a childminder we will ensure that key information is being provided to the child's parent by providing the information directly to the parent via email, video call or telephone.

Family breakdowns

We recognise that when parents separate it can be a difficult situation for all concerned. We have a separated families' policy that shows how the nursery will act in the best interest of the child.

Moving home and new siblings

We recognise that both these events may have an impact on a child. Normally, parents will have advance notice of these changes and we ask parents to let us know about these events so we can support the child to be prepared. The key person will spend time talking to the child and providing activities that may help the child to act out any worries they have, e.g. through role play, stories and discussions.

Bereavement

We recognise that this may be a very difficult time for children and their families and have a separate policy on bereavement, which we follow to help us offer support to all concerned should this be required.

If parents feel that their child requires additional support because of any changes/transitions in their life, we ask that you speak to the nursery manager and the key person to enable this effective support to be put into place.

USE OF DUMMIES IN NURSERY POLICY

At Three Gables we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As babies move their mouths and experiment with babbling sounds they are learning to make the quick mouth movements needed for speech. The more practice they get the better their awareness of their mouths and the better their speech will be.

Our nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.
- Dummies will be disposed of if they become damaged and/or when they are required to be disposed of.

When discouraging the dummy early years educators will:

- Make each child aware of a designated place where the dummy is stored
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

VISITS AND OUTINGS POLICY

At Three Gables we offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the nursery environment and extend children's experiences. We always seek parents' permission for children to be included in such outings.

Procedures

Visits and outings are carefully planned using the following guidelines, whatever the length or destination of the visit:

- A pre-visit checklist, full risk assessment and outings plan will always be carried out by a senior early years educator before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children
- Written permission will always be obtained from parents before taking children out
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one early years educator will hold a valid and current full paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary
- We designate one early years educator to be the outing leader, this may be the most senior early years educator attending and/or incidents (see Missing child from outings Policy) and any safeguarding or child protection concerns (see Safeguarding children and child protection policy)
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required
- A completed trip register together with all parent and early years educators contact numbers will be taken on all outings
- Regular headcounts will be carried out throughout the outing. Timings of headcounts will be discussed in full with the nursery manager prior to the outing
- All early years educators will be easily recognisable by other members of the group; they will wear the nursery uniform and high visibility vests/jackets
- Children will be easily identified by early years educators when on a trip by use of a sticker system. The nursery name, number and mobile number will be displayed
- A fully charged nursery mobile phone will be taken as a means of emergency contact (early years educators are reminded of the mobile phone policy and asked to leave personal phones at the setting)
- In the event of an accident, the early years educators will assess the situation. If required, the group will return to nursery immediately and parents will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents being contacted. One early years educator will accompany the child to the hospital, and the rest of the group will return to the nursery.

Risk assessment and outings plan

The full risk assessment and outing plan will be displayed for parents to see before giving consent. This plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place
- The estimated time of arrival at the place where they are visiting and expected time they will arrive back at the nursery
- The number of children, age range of children, the ratio of early years educators to children, children's individual needs and the group size
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- Early years educators emergency contact numbers
- Method of transportation and travel arrangements (including the route)
- Financial arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision
- The name of the designated safeguarding lead for the outing
- Links to the child's learning and development needs.

Use of vehicles for outings

- All early years educators shall inform parents in advance of any visits or outings involving the transportation of children away from the nursery
- The arrangements for transporting children will always be carefully planned and where necessary additional people will be used to ensure the safety of the children. This is particularly important where children with disabilities are concerned
- All vehicles used in transporting children are properly licensed, inspected and maintained
- Regular checks are made to the nursery vehicle e.g. tyres, lights etc. and a logbook of maintenance, repairs and services is maintained
- The nursery vehicle is to be kept in proper working order, is fully insured for business use and is protected by comprehensive breakdown cover
- Drivers of vehicles are adequately insured and due diligence checks are carried out to ensure they are suitable and reputable
- All vehicles used are fitted to the supplier's instructions with sufficient numbers of safety restraints appropriate to the age and/or weight of the children carried in the vehicle. Any mini buses or coaches are fitted with 3-point seat belts
- When we use a mini bus, we check that the driver is over 21 years of age and holds a Passenger Carrying Vehicle (PCV) driving licence. This entitles the driver to transport up to 16 passengers
- When children are being transported, we maintain ratios.

When planning a trip or outing using vehicles, records of vehicles and drivers including licenses, MOT certificates and business use insurance are checked. If a vehicle is used for outings the following procedures will be followed:

- Ensure seat belts, child seats and booster seats are used
- Ensure the maximum seating is not exceeded
- All children will be accompanied by a registered early years educator

- No child will be left in a vehicle unattended
- Extra care will be taken when getting into or out of a vehicle
- The vehicle will be equipped with a fire extinguisher and emergency kit containing warning triangle, torch, blankets, wheel changing equipment etc.

Missing children

In the event of a child going missing, the Missing child from outings policy will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents to assist on outings. The manager will speak to parents prior to the visit regarding health and safety and code of conduct.

In the event of an emergency

In the event of an emergency whilst out on a visit, we encourage the designated leader to find a safe haven and remain there until the danger passes. If necessary, the police will be contacted if it is safe to do so. Each outing will have a detailed risk assessment, which covers all these risks and is planned ahead.

This could cover other issues such as extreme weather or emergencies such as an ill or injured child, etc.

We will contact parents of the children on the visit to confirm arrangements as soon as it is safe to do so.

Ofsted will be contacted and informed of any incidents.
Further information can be found at: https://www.counterterrorism.police.uk/safetyadvice/

VOLUNTEERS AGREEMENT

Our mission is to support the delivery of quality care and early learning for children.

At Three Gables Nursery we encourage and welcome volunteers. This agreement sets out the standards between a volunteer and the organization.

This agreement is binding in honour only. It is not intended by the parties to be a legally binding agreement, nor is it intended to create an employment relationship between us.

Referees

We require you to provide two referees. We may also require you to be checked by the Disclosure and Barring Service.

Your role as a volunteer

The tasks that you will be asked to undertake as a volunteer are:

- Supporting early years educators in supervising children during playtime, activities, and mealtimes
- Assisting with setting up and tidying learning areas and resources
- Engaging children in storytelling, reading, and creative activities
- Encouraging and supporting children's social, emotional, and educational development
- Helping to maintain a safe, clean, and stimulating environment
- Participating in outdoor play and learning activities
- Supporting early years educators with observations and record-keeping, if required
- Following all safeguarding, health and safety, and confidentiality policies

What you can expect from us

Three Gables Nursery will provide you with *:*

- An introduction to the organisation and your volunteering role within it
- Training and support related to your responsibilities as a volunteer. We hope that you will take advantage of this to improve and maintain your skills
- An allocated early years educator will offer regular supervision with you
- A review of your volunteering role after [three/six] months. This will normally be carried out by your supervisor
- Personal liability insurance to cover you while you are fulfilling authorised volunteer work
- Injury insurance for injuries incurred while fulfilling your authorised volunteer work
- Reimbursement of your expenses, where applicable. The organisation does not want you to be disadvantaged financially as a result of your volunteering. It will therefore provide you with your travel and subsistence expenses in line with our Finance Regulations. All expenses must be submitted using the prescribed form, with receipts, to the manager.

What we expect from you

We will discuss with you the amount of time that you are willing to commit to volunteering. If, for any reason, you will not be available, we would be grateful if you could let us know as soon as possible.

Confidentiality

In the course of your volunteering, you will come across confidential information about the organisation, its early years educator, its clients and third parties. You must respect this confidentiality and not use the information for your own benefit or disclose the information, except where required or permitted to do so by law.

Policies

You will abide by Three Gables Nursery the Safeguarding children and child protection policy, Health and safety – general policy, Inclusion and equality policy, Anti-Bribery policy and Whistleblowing policy. These can be found on our online website.

Feedback

Regular supervision meetings will be planned and give you and your supervisor an opportunity to share feedback.

We always welcome any ideas to further support the quality of the setting or the performance of your duties or ways in which we can meet our objectives as an organisation. Please feel free to share these at any times with your supervisor and/or the nursery manager.

If you have any concerns during your time volunteering, please discuss these with your supervisor and/or nursery manager. Any safeguarding concerns should be shared immediately as set out in the Safeguarding children and child protection policy.

Termination

Either you or the organisation can terminate this agreement with or without notice at any time.

I agree to abide by the terms of this volunteer agreement.

Name of volunteer _____

Signed _____ Date _____

On behalf of Three Gables Nursery _____

Name_____

Signed _____ Date _____

VOLUNTEERS POLICY

At Three Gables we recognise the immense benefits that volunteers bring to the nursery. In return we hope to give volunteers an opportunity to share their skills in a different environment and to undertake new experiences.

Status of volunteers

A volunteer is not an employee and will not have a contract of employment with the nursery. We will, however, insist that the volunteer follows all nursery procedures in the same manner as a paid employee to ensure consistency, safety and quality of care and early learning for the children. Volunteers will be supervised at all times.

Enhanced Disclosure and Barring Service (DBS) check

All volunteers will have suitability checks conducted in the same way as paid employees. This will include an enhanced DBS check. These checks will be conducted before any volunteer starts their time within the nursery and will also include two written references.

Training

Volunteers will be offered training and/or support as appropriate. We will provide any training and support required for the role, including safeguarding and child protection, paediatric first aid (where applicable) and health and safety training. The purpose of this is to enable the volunteer to be supported and enhance their development in their voluntary role within our team.

Policies and procedures

Volunteers are expected to comply with all the nursery's policies and procedures. The volunteer's induction process will include an explanation of this.

Confidentiality

Volunteers should not disclose information about the nursery, early years educators, children and families as stated in the Data protection and confidentiality policy and should follow the nursery confidentiality procedures at all times.

Volunteer's induction pack

On commencing their volunteer work, the volunteer will be given a pack containing:

- General information about the nursery
- A copy of the volunteers policy
- A confidentiality statement which will require reading, signing and returning to the nursery manager
- Details of access to all nursery relevant policies and procedures.
- During the induction period, volunteers will read the main policies of the nursery including safeguarding, health and safety and promoting positive behaviour. The designated officer will discuss the policies to ensure the volunteer understands and adheres to this.

Volunteer support

The nursery has a designated officer who will take the volunteer through their induction and support and advise them throughout their time in the nursery.

Our designated officer's for volunteers are:

- Cheslea Simpson and Laura Spicer Westbourne
- Josie Lane and Stephanie Saunders at Ashley Cross.

WHISTLEBLOWING POLICY

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

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

Whistleblowing definition

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

Legal Framework

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

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

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

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

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

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain.
- It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

Disclosure of information

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

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

Disclosure procedure

- If this information relates to child protection and safeguarding then the nursery child protection and safeguarding children policy should be followed, with particular reference to the early years educator and volunteering section
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to the designated safeguarding lead (DSL), or deputy DSL, so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to the DSL/deputy DSL (i.e. because it relates directly to them) you should speak to Claire Stokes-Lopez the Area Manager directly
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the DSL, nursery manager or Area Manager
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- We give all of our early years educators the telephone numbers of the Children's Services First Response / children's social care team and Ofsted so all early years

educators may contact them if they cannot talk to anyone internally about the issues or concerns observed.

Local Authority Designated Officer (LADO)	01202 817 600 LADO@bcpcouncil.gov.uk
Ofsted	0300 123 1231
NSPCC	0800 0280285
Police Emergency	999
Police Non-Emergency	101

WORKING WITH DISPLAY SCREEN EQUIPMENT POLICY

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

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

Early years educators using computers can help to prevent health problems in the office by:

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

Seating and posture for typical office tasks:

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

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

YOUNG WORKER POLICY

At Three Gables we support young workers and apprentices as we foster and shape the workforce of the future. At times there may be students on placement within the nursery. The EYFS sets out the requirements for young people working in a setting and we will adhere to these requirements at all times.

Suitable students on longer term placements and volunteers (aged 17 or over) who are attending our setting for 1 year or more, will be monitored and assessed to determine their competence levels. If we believe that they are suitable and demonstrating the high levels of competence and responsibility, we expect from our early years educators then we may consider including them in our early years educator ratios at the level below their study.

Apprentices in early education aged 16 and over who are attending our setting on a long term placement for 1 year or more, will be monitored and assessed to determine their competence levels. If we believe that they are suitable and demonstrating the high levels of competence and responsibility we expect from our early years educators then we may consider including them in our early years educator ratios at the level below their study.

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor or buddy within the setting who can support their well-being. Any safeguarding concerns will be dealt with according to our Safeguarding children and child protection policy.

Within our nursery we expect our young early years educators to:

- Read, understand and adhere to all policies
- Take part in our ongoing early years educator suitability procedures. Declare any reasons why their suitability to work with children may change during their placement
- Share any safeguarding concerns they may have with their mentor or the Designated Safeguarding Lead
- Maintain a high standard of work, behaviour, appearance and attendance whilst with the nursery
- Undertake a full induction conducted by the nursery
- Access training as required by the management
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point your placement in the setting will be at risk
- Ensure that the nursery environment is safe and secure for all children at all times and report any issues as they arise
- Help with the day to day running of the nursery by undertaking tasks as determined by the supervisors and management
- Take part in training meetings and all training as required by the nursery.