



West Lodge Day Nursery

Policies and Procedures

Updated March 2019

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Staff List

Registered Person	Maureen Dee
Manager	Sharon Block
Deputy Manager	Sharon Sawford
Senior Practitioners	Rebekah Rhodes (Under two's) Heidi Abrams-Male/Emily Woodbridge (Bluebells) Georgia Laing (Poppies) Eva Northcott (Willows)
Nursery Workers	Jennifer Lee Lorna Mutebi Jodie Burrell (apprentice) Jodie Goode Julie Nicholls Julie Hands Catherine Bates Patricia Savage Sarah Stafford Benjamin Underwood Taylor Page Rebecca Milligan Emma Leavis Harriett Toynton Shannon Sinclair Emma McKechnie Aimee McGinty
Kitchen Assistant	Jeanette Payne Julie Rapson Charlotte Finnegan
Supply Staff	Helen Hoyes Amanda Tibbits Laura Scriven
Designated Safeguarding Lead	Sharon Block and Lisa Male
Special Educational Needs Co-Ordinator	Georgia Laing

Room Groups

Room	Age	Ratio	Staff
Buttercups	0-15 months	1:3	Jenni Lee Catherine Bates
Snowdrops	15-27 months	1:3 (1-2 years) 1:4 (2-3 years)	Rebekah Rhodes Lorna Mutebi Julie Nichols Taylor Page Shannon Sinclair Jodie Goode Aimee McGinty
Bluebells	27 months – 3 years	1:4 (2-3 years) 1:8 (3 years +)	Heidi Abrams-Male/ Emily Woodbridge Patricia Savage Julie Hands Sarah Stafford
Poppies	3-5 years	1:8	Georgia Laing Benjamin Underwood Harriet Toynton Jodie Burrell Emma McKechnie
Willows	3-5 years	1:8	Eva Northcott Rebecca Milligan Emma Leavis

Times of Nursery Day

The Nursery is open every weekday through the year with the exception of Bank Holidays and the period between Christmas and New Year.

- **Opening times are between 7.30am – 6.00pm**
- **Session Times**

Morning	7.30am – 12.30pm	(Willows 9.30am-12.30am)
Afternoon	1.00pm – 6.00pm	(Willows 1.00pm-4.00pm)

All full time staff work either a 38 or 43 hour week.

Bank Holiday Policy

The Nursery is closed on Bank holidays, which includes seven Mondays and one Friday throughout the year. The staff are still paid for this time however we do not charge the children for the sessions if they would normally attend on these days.

Team Meetings

All members of staff, both full time and part time will have the opportunity to meet either in their room groups or as a whole staff once a month. These meetings are an important time for developing, planning and trouble shooting. They are about improving learning opportunities for children at the Nursery as well as helping each other work well together. The agenda for team meetings is prepared in advance; their management is the responsibility of all the staff within the Nursery.

Management Team Meetings

The Managers and room coordinators will meet once every other month. It is a meeting for planning and an opportunity to share events that are happening in their rooms. It is also a time to look at issues that may need a whole Nursery approach. The main areas covered include:

- Long Term Planning
- Medium Term Planning
- Staff Development
- Nursery Organisation

All other members of staff are welcome to join these meetings (if confidential issues need to be discussed it may be necessary for the visitor to leave for a short while).

At West Lodge Day Nursery our overall approach to children's learning and development is to ensure that every child is treated as an individual and that their unique needs are met. Our aim is that all children can achieve their maximum potential during their time with us. All staff follow the Statutory Framework for the Early Years Foundation Stage to ensure that children can achieve their maximum potential.

Under two rooms – Aims and Objectives

Children are aged from 12 weeks to 2 years 3 months and are located within the Buttercups and Snowdrop rooms. Caring for children of this age is extremely different to caring for children of the older age group. They need far more attention and one to one playing than older children; most of what you will do with them is what you would expect to do in a home environment.

It is very important that a routine is established as early as possible in these rooms for meal and sleep times. Young children need such a routine to feel secure within their environment. Staff plan experiences for the babies to challenge and help them develop. It is important to remember that babies are children, who are hungry for knowledge, little sponges that soak up everything around them.

Staff within the baby room will:

- Plan a daily routine that fits around all the babies, being able to change this to accommodate changes in the development of them.
- Keep all babies well stimulated and always interested.
- Make a safe, secure environment for them to play in.
- Create an environment that is interesting and ever changing to stimulate and excite them.
- Ensure that all babies have regular drinks especially if they are asleep at standard meal times.
- Be aware that each baby is an individual and plan for this.
- Ensure that nappies are changed regularly and checked regularly.
- Ensure that the environment is kept clean and tidy at ALL TIMES without exception.
- Cuddle, hold, love and talk to, closely interact with ALL babies at ALL times and on ALL levels.

Learning experiences are created in all areas of the setting; the indoor areas include messy play, sand and water, construction areas, role play, quiet areas, computer/ICT areas, book corners, mark making area, and snack area. Children under 2 years of age have a safe outdoor area where they have access to wheeled toys and push chairs and a large sand pit in which they sit/walk/crawl and of course make sand castles.

Over two rooms – Aims and Objectives

Children aged from 2 years 3 months to 5 years are located within the Bluebells and Poppies Rooms. Children aged 3 years to 5 years are also located within the Willows room which is our fully funded preschool.

Children are encouraged to think for themselves and become independent learners, we have lots of different ways of encouraging this; We have a rolling snack program in the Bluebells, Poppies and Willows where children are encouraged to select their own snack and pour their own drinks and then tidy away after they have finished. This is then continued at meal times when children are able to serve their own food. Children are also encouraged to put on their own aprons/coats, clothing and shoes. The resources are stored in the rooms of the nursery to enable children to access toys for child led play, children are also able to choose their own materials from the art trolleys to engage in true creative experiences.

Learning experiences are created in all areas of the setting; the indoor areas include messy play, sand and water, construction areas, role play, quiet areas, a workshop, computer/ICT areas, book corners, mark making area, and snack area. The children over two years of age have 2 large outdoor play areas, the Courtyard is mainly used for wheeled toys, role play and mark making whilst the Poppies Garden is where we do more investigative play, this garden has growing areas where the children plant, cultivate and harvest all year round. Children also have access to the farm on a regular basis and children in the Poppies room attend Forest School each week.

Children of this age may need to rest during their busy nursery day and there is time during the day to allow for this. Children also need the opportunity to have 'quiet times' alone to read, sit, talk etc. Staff are aware of this and allow each child time to be alone or not carry out a planned activity if they don't want to.

If you have any problems talk to the Room Coordinator or management then it can be sorted out immediately.

Key Person Groups

All of the children in the nursery belong to a key group which has a consistent member of staff.

Each child has an allocated key person who is mainly responsible for their well-being. It is important that the key person speaks with the child's parents at the beginning and end of each session to discuss their child's development.

Key people should work at specific times throughout the course of the week, but children are also encouraged to move between other members of staff. The key person is responsible for the upkeep of every child's portfolio.

In the absence of the key person a 'buddy system' is used, children will have spent time with both the key person and the 'buddy' prior to starting at West Lodge Day Nursery.

The key person will spend the first four to six weeks observing each child's likes and dislikes. This enables the practitioner to get to know the individual child and build a secure relationship. Observations are completed using a range of formats which typically include short notes, narratives and photographs. Examples of children's work and achievements are also recorded as observational evidence.

After four to six weeks of the child being at nursery the key person will analyse the observations they have collected and make judgements about what stage of development the child is at. This is recorded as a baseline assessment on the child's individual progress tracker. The key person will continue to make judgments about which development age/stage band the child is working within and record it on the child's progress tracker every six months. The progress tracker will stay with the child throughout their time at nursery and is stored in the child's portfolio in order for practitioners and parents to access.

In conjunction with the progress tracker, a progress summary is completed also. This allows the key person to summarise each child's learning and development, recording interests and describes how each individual child learns. For children aged 0-36 months, the progress summary is a short written summary of the child's development focusing on the prime areas of the EYFS; Personal, Social and Emotional development, Communication and Language and Physical development. For children ages 30-60+ months the progress summary focuses on the prime and the specific areas of the EYFS; literacy, mathematics, understanding of the world and expressive arts and design. The progress report is then shared with the parents of the child who are able to contribute their knowledge of the child and discuss with the key person future next steps to support the child's learning and development. Each child is set three next steps to focus on for the following month; these will concentrate on the three prime areas of the EYFS and for children aged three years and above these will also link to the specific areas of the EYFS. An additional document known as 'progress check at two' is completed when a child is two years five months summarising the child's development in the three prime learning and development areas which is to be shared with parents and health professionals where appropriate.

Using the next steps that have been planned for the child, the practitioners will plan activities they can offer the child that will encourage development in the chosen target areas. These can be seen on the staff's group time planning. The next steps are then reviewed regularly (approximately every 4 weeks) in order to support each child's learning and development.

Tapestry

At West Lodge Day Nursery, we use Tapestry Online Portfolio system to record and store all observations relating to each child. This is a safe and secure system and one that enables parents and carers to access their child's learning journey at any time. They can share it with their child, family and friends at home and post any comments and photographs of their own, helping to create a fully holistic view of the child and strengthen the parent partnership. Before a parent is added to the Tapestry system they must sign and adhere to the agreed guidelines for accessing and using Tapestry 'Online Learning Journeys': As a parent I will...

- Not publish any of my child's observations, photographs, or videos on any social media site
- Understand that my child's image may be used in another child's profile if they are engaged in the same activity.

This image will not be shared by the other parent (please see above point)

- Keep the login details within my trusted family
- Speak to a member of management if I experience any difficulties accessing my child's learning journey

Staff use tablets to take the photographs for observations which are be uploaded to the journals. Each staff member has a secure login which is password and pin protected. The tablets are kept in a secure cupboard at the nursery.

The Tapestry Online Learning Journey system is hosted on secure dedicated servers based in the UK. All data held on our Tapestry account is owned by West Lodge Day Nursery; we are registered controllers of data with the Information Commissioner's Office and are bound by the Data Protection Act. Photographs stored on the tablets are deleted on a regular basis by a member of staff.

When a child leaves the setting to start school we will provide the parents a PDF copy of their child's Learning Journey on a CD-ROM so they have a lasting record of their child's time at West Lodge. The child's information, and their Learning Journey will be permanently deleted from our Tapestry account so no data on that child will remain with us once they have left.

Outside Play

Outside play is planned for in the same way as indoor play. It should be suitable for different needs and abilities and also to help the development of the children. A variety of equipment should be used and staffing ratios adhered to.

Staffing Ratios

Children under 2:	1 member of staff for every 3 children
Children aged 2-3 years:	1 member of staff for every 4 children
Children aged 3-5 years:	1 member of staff for every 8 children

For safety reasons under two's and over two's should not play out at the same time.

The outside play boundaries will be clearly set, agreed and communicated to all staff so that the children have a consistent approach and response. E.g. safe use of a slide: not walking up and running down.

Children should dress accordingly to the weather e.g. coats and woolly hats and gloves if cold, sun hats and sun protection cream if hot. Staff should also be mindful of the amount of time children spend in the sun and the time of day they chose to play outside.

Reminders to parents about hats and cream will be displayed in the Nursery throughout the summer term and during the hot weather.

WEST LODGE DAY NURSERY

Confidentiality Policy

West Lodge Day Nursery takes the confidentiality of all staff, children and families very seriously. We will only use and share confidential information when necessary to support the well-being of individual children.

The setting will not discuss confidential information about children and their families with other parents/carers. Parent helpers/volunteers will be briefed on the importance of maintaining confidentiality and they will not have access to any personal files or information.

All information given to us regarding a child will remain confidential, only being viewed by staff members who are providing daily care. It is a legal requirement for us to hold information about the children in our care, their families and the staff. All information we hold will be stored in the office, which is locked at all times that nobody is present in the office.

Records are kept as follows:

- **Personal Records** - In each child's individual file will include: registration and enrolment forms, consent forms.
- **Staff Records** - Each team member, paid or unpaid, will have a personnel file containing personal information, emergency contact details, next of kin, recruitment information, references, induction records, training records, qualifications, appraisal records. This file can be accessed by the individual to whom the file relates upon request to the management.
- **Student Records** - Each student will have a file containing personal information, emergency contact numbers, next of kin, and details of course, tutor and induction, confirmation from college/evidence of DBS clearance. This file can be accessed by the individual to whom the file relates upon request to the management.
- **Medication Records** - Individual records relating to each child/staff member detailing ongoing medication and emergency treatment with consent from parents/carers or the individual.
- **Accident and Incident Records** - Individual records relating to each child/staff member detailing the nature of the accident/incident, pre-existing injuries, who dealt with it and the outcome. The record will include counter signatures.

All records relating to the children and individuals who have worked with the setting whether paid or unpaid will be archived for a period of time in line with GDPR regulations and guidance in the EYFS. West Lodge Day Nursery will ensure all Management, Staff, Volunteers and Students are aware of, and understand the confidentiality policy, in line with induction procedures. They will be asked to sign to say that they understand and will be made aware that any breach of confidentiality may lead to disciplinary action.

Breach of Confidentiality

All Staff/Students members are expected to regard confidentiality as a duty and a responsibility. Staff/Students who disclose information observed or heard without proper authorisation, will be subject to the setting's disciplinary procedure and this could lead to the termination of their contract. Action taken will correspond to the seriousness and level of the breach of the confidentiality policy; however, all cases will be treated in a serious manner.

Sharing information with confidence

Parents will have access to the records of their own children but will not have access to information about any other child. Personal records will be accessed only by staff members through the Manager.

Information given will be shared on a need to know basis with the child's key person, other team members in the child's room and other professionals. This will only be done with the consent of the parent/carer or in cases of safeguarding issues, unless we feel that there is an immediate risk of danger (see safeguarding policy).

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

Access to personal information

The child's parent/carer may **verbally** request to see **information that we hold** at any time, relating to their own child. This request can be made to their child's Key Person or a member of the management team and can be accessed at any time.

Data Protection

West Lodge Day Nursery is required to keep and maintain records to comply with Ofsted registration and the legal requirements in the EYFS. We are aware of the requirements of the General Data Protection Regulations (2018) and comply with the principles which state that personal data must be:

- Obtained and processed fairly and lawfully.
- Held for lawful purpose.
- Used only for the purpose stated.
- Accurate and up to date.
- Held no longer than the required time.
- Accessible to the individual concerned or individuals with parental responsibility.
- Appropriately secure.
- Disclosed only using the access to information procedure.

We have checked the requirements of the General Data Protection Regulations (2018) and are registered.

Parents/Carers will be required to sign to consent to necessary information being held. Part of our role is to work closely with children and their families. This may involve other agencies where information can be shared where appropriate, but these instances will be discussed with parents/carers.

If any concerns are raised relating to a child's personal safety, all details relating to the matter would be kept secure and shared with as few people as possible. However, if a child was considered to be at risk, our Safeguarding Children Policy would override this and details would be passed on to the relevant party in the interests of the child's safety.

WEST LODGE DAY NURSERY

Mealtimes Policy

All mealtimes at West Lodge Day Nursery should be a relaxed, enjoyable and most importantly a sociable occasion for both children and staff. Children will be encouraged to try their food; staff praise all children throughout mealtimes, whether they have eaten all their meal or just tried a little.

The food is served in such a way that all children receive their meal within a short space of time. Staff regulate the child's portion of food, only offering amounts of food that the child is capable of eating. Staff will also encourage and participate in conversation at the table.

During a meal time, the children wear an apron or bib if necessary and have their sleeves rolled up. Staff cut up food for the younger children; older children are encouraged to cut their own food. The children are also encouraged to develop good social skills so that mealtimes become a social occasion and provide an opportunity for interaction.

Babies are integrated with the other children at meal times to promote interaction. This is done by ensuring when high chairs are used they are on the lowest height setting and are facing the other children.

Mealtimes are always a positive experience for all children and staff. Below are a few guidelines that we follow:

- Try and incorporate a family type dinner, i.e. one member of staff at each table.
- Encourage children to say PLEASE and THANK YOU after receiving their meals, teach them to use a knife, fork and spoon.
- Older children are encouraged to help set the table for their friends and clear away.
- If the children do not like or want to try their dinner, they are encouraged to try a small amount.

Face cloths are available at the table for hand and face washing after meals.

Fresh drinking water is available for all children at all times.

WEST LODGE DAY NURSERY

Medication Policy

Please note, it is parent/carers responsibility to ensure the nursery is up to date with any regular medicines/inhalers/dietaries. You will be asked to complete a health care plan form or have this in writing to update in your child's records, as stated on Page 27 of the EYFS Statutory Guidance (Medicine (both prescription and non-prescription) must only be administered to a child where written permission for that medicine has been obtained from the child's parent and/or carer. Providers must keep a written record each time a medicine is administered to a child and inform the child's parents and/or carers on the same day, or as soon as reasonably practicable.)

On the medication form parents will give signed permission for administration of medication including

- The name of the child,
- Date,
- Name of medication,
- The dose and time that medication was last given,
- The dose and times to be administered,
- Reason for medication,
- Administrators name and signature
- Witness name,
- Manufacture and Batch No,
- Advice given,
- Parent signature.

Parents must sign this form before they leave the premises to confirm administration. The administration of medication form is then recorded in the medications file. The medication is stored in accordance with the products instructions and out of reach of children always.

If a child falls unwell during the day a phone call will be made to the parents in order to confirm administration of medicine and noted on the medication form to be signed when the parent picks up from nursery. A record will be kept of any medication that has been given to a child during the day; this will then be signed by both staff and parents relating to when the medication was given.

All medicines should be in their original containers, clearly labelled and are then stored in a locked cupboard or in the refrigerator where necessary. Prescribed medication should have a pharmacy label with the child's name, date and dosage. If this is on the box it should be provided also.

If a child has a condition e.g. asthma that may require for them to have medication very quickly then this will be stored in that child's area out of the reach of children. If a child is administered an inhaler from the Doctors/Hospital it is important you complete a letter for the staff to confirm when and how many puffs your child requires. The inhaler must have a printed label with the prescribed information on. If the nursery is aware that your child requires an inhaler and it has not been brought into nursery for their session, the nursery has the right to refuse the child's entry until the inhaler is present.

Children's medication records will be kept in a file. Children who are on a course of antibiotics or any medication new to that child will be excluded from the Nursery for 48 hours. Staff medication is also to be kept in a locked cupboard in the office. The manager/deputy must be informed if a child/staff member is prescribed or has taken any medicine/ other substances.

See Appendix 1 at the end of this policy for Administration of Medication form

Administration of Medication

**ONE OF THESE FORMS MUST BE FILLED IN FOR EVERY DAY THAT A CHILD
REQUIRES MEDICATION**

Child's Name.....

Date.....

Medication.....

Reason for medication.....

Last dosage given.....

Next dosage to be given.....

Medication given in the last 24hrs.....

CHECK BOTTLE FOR EXPIRY DATE

Dosage Given	Time	Signed	Print Name	Witness Name	Manufacture & Batch No.

Advice given:

Parent's Signature.....

WEST LODGE DAY NURSERY

Health and Safety Policy

Accidents and First Aid

At West Lodge Day Nursery safety is paramount and every measure will be taken to ensure children are protected from hurting themselves, however accidents do occasionally happen and the following information sets out how accidents will be dealt with.

At West Lodge Day Nursery all members of staff hold current Paediatric First aid and management team hold First aid at work. West Lodge Day Nursery has valid Public and Employer's Liability Insurance cover.

Accidents and Incidents

In order to deal with accidents and incidents we will ensure that:

- The first aid kit complies with the Health and Safety (First Aid) Regulations 1981.
- The first aid kit is regularly checked by a designated person.
- The designated person is Heidi Abrams.
- The first aid kit is clearly marked and is easily accessible to adults and out of reach of children.
- First aid kits can be found in each of the classrooms, as well as the office and kitchen.
- An accident/incident record form (to record any accident, injuries and first aid treatment) is on the premises at all times and is easily accessible to enable a written record to be completed.
- All accidents no matter how minor even if no wound shows will be recorded on the accident record form
- The accident record form is completed as required with the date, time, details about the accident/incident, details of the first aid treatment administered and by whom and signed by staff and a witness.
- Parents will be informed as soon as possible of the accident/incident and asked to sign the accident record form on the day the accident occurred to acknowledge that they have been told about the accident and any first aid treatment administered
- Staff members are aware of; the location of the first aid kit, accident/incident log, the named first aiders on duty and procedures for reporting and recording of accidents
- Parents/carers have signed the appropriate emergency medical treatment consent form upon registering their child to the setting
- Medical advice/assistance is sought (GP or Hospital) where necessary.
- All staff are aware of their responsibility to ensure a safe environment and the reporting of any health and safety issues in line with the setting health and safety policy.
- The accident record form will be stored appropriately and will be reviewed monthly by the Deputy Manager to monitor trends and identify any areas within the environment that needs to be subjected to further risk assessments

Accident and First Aid Procedures

- In the event of an accident in the setting staff will:
- Reassure and comfort the child
- Assess the extent of the child's injuries and administer first aid treatment, if necessary medical assistance will be obtained (doctor or ambulance)
- Inform parent's either by ringing at the time of accident or at the end of the day for minor incidents.
- Complete the accident record form with all required information, including names of any witnesses
- Parents/Carers upon collecting their child, will be asked to read the information detailed and sign the accident record form

If the incident requires any emergency medical treatment the setting will:

- Complete a full incident record
- Inform Ofsted (EYFS 3.51 notify of any serious accident, illness, injury to or death of any child in their care and of any action taken)
- Inform local child protection agencies (EYFS 3.51 notify of any serious accident or injury to, or death of any child and must act on any advice from those agencies)
- Inform the Insurance Company
- Report to the Health and Safety executive (RIDDOR)

It is important that parents keep the setting informed regarding their child's condition following an accident and if parent's sought additional medical advice or care. This will then be recorded and kept on record.

In the event of an accident in the home:

- Parents must inform staff of any accident at home so that staff can ask parents to complete and sign the pre-existing injury incident form
- If staff see evidence of injury on a child, that has not occurred in the setting and has not been reported to any member of staff, parents will be asked for information on the incident and asked to complete and sign the pre-existing injuries form

Duty to Safeguard Children

- If staff are concerned that injuries sustained at home are not consistent with parental explanations, they will seek advice from MASH in accordance with requirements to safeguard children (see safeguarding policy)

Please see Appendix 1 at the end of this policy for accident form.

Fire Policy

The nursery management team are responsible for ensuring a fire drill takes place at least every month. During each month we also complete weekly checks : Fire alarm test – Each week we randomly test one point of the fire alarm system. Fire extinguishers – check tags are in place, pin in place and no visual damage, ensuring the gage is in the green zone. Each month we also test the emergency lighting within the nursery building. All staff must make themselves aware of the fire procedures, displayed on the nursery walls.

All staff must remember that calmness and speed are the most important things. Do not worry the children, get them out as quickly as possible – making sure the class register is taken out.

Once out of the Nursery building the manager will check all class registers along with staff registers. Staff must be made to preserve the safety of all children, ensuring they do not become too distressed.

Management will contact parents if necessary to collect their children.

A Personal Emergency Evacuation Plan (PEEP) will be put into place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within West Lodge Day Nursery, with a similar level of safety from the effects of fire as all other occupants.

Smoking

It is the policy of West Lodge Day Nursery that the premises and the outside play area will be smoke free. This policy has been developed to protect all employees, children and visitors from exposure to smoke and assist in the compliance of the Health Act 2006.

Smoking is prohibited in all areas of the premises and this policy applies to all employees, contractors, customers, and visitors.

Members of staff are requested not to smoke whilst in their uniform.

Security

At West Lodge Day Nursery no unexpected or unfamiliar visitor will be allowed into the Nursery without their identity being checked first. Visitors must sign in the visitor's book when entering and leaving the nursery.

Visitors arriving at the nursery will need to press the buzzer outside the gate. Parents and staff at the nursery will have a code that they can use in order to let themselves straight in. This code is to be changed when a parent or member of staff leaves the nursery.

There is also C.C.T.V installed on both the farm park and the nursery premises which is recorded to increase the security of the premises.

Managers will call the Police for advice if at all concerned about any visitors or the behaviour of a visitor within the Nursery.

Potty Training

All children gain bladder and bowel control at different ages and most, but not all gain bowel control first.

- * Only one in two children are dry during the day by the age of two
- * Nine out of ten are dry during the day by the age of three, but even then, ALL children still have accidents.

At West Lodge Day Nursery we carry out potty training when and how the parents want it done.

It is important the child is ready.

It is common for children to go through the following three stages:

1. They become aware of having a wet or dirty nappy
2. They know when they are passing urine or soiling their nappy (they may even tell you when they are doing it)
3. They know when they need to go and may say so in advance

It is far quicker and easier to wait for stage three before attempting to potty train.

With all children it is important know how the parents are doing it at home as then we can do the same at nursery. Continuity is very important.

Please follow these points when potty training:

- Do not pressure the child
- Praise them constantly
- Do not make a fuss when they fail, it does not matter
- Some children like rewards, please remember to ALWAYS give a reward if they are successful.
- Advise parents to bring plenty of spare clothes.
- Potties must always be cleaned out after each use with a disinfectant spray.

Nappy Changing Policy

West Lodge Day Nursery's nappy changing policy is in accordance with the families' requests, consistent with the children's physical and emotional abilities and in compliance with Ofsted regulations which state every child must be changed every four hours, staff take this from the time the child comes into the setting.

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

Only staff members with Disclosure and Barring Service (DBS) criminal record checks will undertake toileting and nappy changing duties.

Procedures for nappy changing:

- At West Lodge Day Nursery we will maintain each child's privacy.
- Staff makes sure the nappy changing area is thoroughly cleaned down before use using sanitizer spray.
- Staff will wear protective gloves and apron when changing nappies. These will be disposed of after each use.
- During nappy changing staff will interact with the child, and if upset will reassure and comfort them. They will praise them verbally throughout the nappy changing experience.
- All staff are familiar with the hygiene procedures and carries these out when changing nappies.
- All staff will check whether a child has any special creams or allergies towards any cream and apply them when necessary.
- Nappy changing will take place throughout the session at timed intervals 9:00am, 12:00pm and 3:00pm, also as and when required. Children will also be checked periodically and changed as needed.
- All children are changed in the nappy changing room on the changing mat.
- The changing mat is wiped down with antibacterial spray after each nappy change.
- All nappy changes will be recorded on the nappy changing chart and also daily diary sheets records for the children to take home each day. Staff will also let parents know when more nappy supplies are required.

Clothing and Footwear

We ask that children are dressed appropriately for the weather and changes of clothing reflect this too. We ask that children wear sensible shoes for nursery which are flat and are not opened toed. This will ensure that they can enjoy a range of activities during their day without risk of injury.

Appendix 1

Accident Record

Child's Name: DOB: Child's Address:	Date:
Time of accident:	Location:
Number of children:	Number of adults:
Details of Accident: Please include nature of accident, any adults or children involved, type of location of injury.	
Action Taken/Treatment Given:	
Advice given:	
Risk Assessment carried out:	
Signature of staff member who dealt with incident:	
Anyone else who witnessed the incident:	
Parent's signature:	Manager's signature

This form should now be placed in the Accident Records File.

WEST LODGE DAY NURSERY

Sick Children Policy

High standards of hygiene and the prevention of the spread of infection are essential to maintaining good health.

Any child suffering from any of the symptoms on the *“Incubation and exclusion of common infectious diseases for children”* sheet should be kept at home until a doctor has certified that the symptoms have disappeared or the child has made a full recovery. Parents are requested to inform the nursery about their child’s illness or condition at the earliest opportunity.

If a child becomes ill whilst at nursery the parents will be informed immediately and asked to come and collect their child. If a parent is unable to collect their child then one of the emergency contacts will be contacted to collect them.

Whilst waiting to be collected we will ensure that the child is as comfortable as possible. This may mean excluding the child from the room so that they can rest in a quiet area or using a quiet area of the classroom so that they do not become too distressed. We will aim to give the child 1:1 attention until they have been collected.

Appendix 1 INCUBATION AND EXCLUSION OF COMMON INFECTIOUS DISEASES FOR CHILDREN.

DISEASE	USUAL INCUBATION PERIOD	PERIOD OF INFECTIOUSNESS	EXCLUSION PERIOD
CHICKENPOX AND SHINGLES	13-17 days	1-2 days before rash appears until 5 days after rash (7 days shingles)	5- 10 days after last spot appears, and until all the spots have crusted over.
CONJUNCTIVITIS	3-5 days		48 hours after first drops have been given
COUGHS AND COLDS	2-3 days	Just before and for 3 days after onset of symptoms	Until child fully recovered
COXSACKIE(HAND, FOOT AND MOUTH)	3-6 days	Whilst virus is present in faeces - For about 4 weeks after the child has recovered	Until the spots and sores have gone and child feels well
DIPHTHERIA			Exclusion is essential. Always consult with local HPT
FIFTH DISEASE (SLAPPED CHEEK)	Variable 4-20 days	Until child feels well	Until child fully recovered
GASTRO-ENTERITIS SICKNESS & DIARRHOEA	Varies-a few hours to a few days	Until sickness/diarrhoea stops	Until 48 hours after sickness/diarrhoea stops
GLANDULAR FEVER	4-6 weeks	While virus is present in saliva	Until clinically recovered
HEAD LICE	Eggs hatch and become mature in 1 – 2 weeks	Whilst lice or viable eggs are present	Until commencement of treatment
HEPITITIS A INFECTIOUS	14-42 days	14 days before jaundice to 7 days after	7 days from jaundice starting and child feels well
HEPATITIS B,C,HIV			None
HERPES SIMPLEX	2-12 days		No need to exclude but avoid contact at all times with sores
INFLUENZA (Flu)	2-3 days	Just before and for 3 days after onset of symptoms	Until child is fully recovered
MEASLES	7-14 days	1 day before first symptoms until 4 days after onset of rash	5 days after onset of rash
MENINGOCOCCAL MENINGITIS/SEPTICAEMIA			Until recovered, at least 48 hours after treatment has started
MENINGITIS due to other bacteria			Until recovered, at least 48 hours

			after treatment has started
MENINGITIS VIRAL			Until recovered, at least 48 hours after treatment has started
MRSA			Until recovered, at least 48 hours after treatment has started
MUMPS	18 days	7 days before swelling until 9 days after	5 days after onset of swelling
RINGWORM			48 hours after treatment has started
RUBELLA (GERMAN MEASLES)	16-18 days	7 days before rash until 4 days after	Until 6 days after rash appears. Pregnant staff or parent contacts should seek prompt advice from their GP or midwife.
SCABIES			48 hours after treatment has started
STREPTOCOCCAL INFECTION(SCARLET FEVER)	1-3 DAYS	Day sore throat starts until 24 hours after starting antibiotics	Until clinically recovered or antibiotic treatment
THREADWORMS			48 hours after treatment has started (treatment also recommended for child's household)
TONSILLITIS			48 hours after treatment has started
TUBERCULOSIS (TB)			48 hours after treatment has started
STREPTOCOCCAL INFECTION(IMPETIGO)	1-3 days	Until the lesions are healed or until 48 hours after the start of effective treatment	Until sores are healed or until 48 hours after antibiotic treatment
WHOOPING COUGH	7-10 days	2-4 days before cough until 21 days afterwards.	2 days from commencing the antibiotic treatment or 21 days if no antibiotic treatment given

**** If your child has been prescribed antibiotics for ANY reason they must stay away from nursery for at least 48 hours.**

WEST LODGE DAY NURSERY Parent Links Policy

Admissions

On receipt of a completed registration form parents will be offered a place if a suitable vacancy is available. However if no suitable vacancy is available or if the place is required for a future date then the child's name will be placed on a waiting list. As soon as a vacancy occurs in the nursery it will be offered to the first child on the list if the place is applicable in respect of age and sessions required.

The place will be confirmed in a letter to the parents, stating the official starting date and the date that the first payment of fees will be due as fees are payable monthly in advance by standing order.

The nursery will offer a minimum of 6 "settling in" sessions prior to the official starting date. This will give the parents the opportunity to see the nursery staff working with their child and to ask any questions resulting from this experience including dates (if applicable) for their child's 2yr old progress check as this is a legal requirement. The staff will also have the opportunity to ask questions about the child and their routine. This should set the foundations for good staff/parent relationships and also helps the child to ease into the nursery environment gradually.

Parents are welcome to visit and to contact the nursery by telephone if they are concerned or want to know how their child is getting on.

Settling In

West Lodge Day Nursery aims to work in partnership with parents/carers to settle the child into the group environment to ensure they feel safe, secure and comfortable with staff and their surroundings.

Aim

We want every child to feel safe and confident here at West Lodge Day Nursery with a special relationship with a key person for the child to thrive. We create a welcoming environment where children settle quickly, providing individual care to the child by working closely with parents.

We recognise that for some children and parents, starting a new setting can be a worrying time. We make sure we have robust settling in procedures and a key person approach for us to get to know the child and parents, giving them the reassurance to feel safe.

As outlined in the EYFS:

'Each child must be assigned a key person. 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 parents.'

(EYFS, 2017, p.22/23)

Implementation

We aim to give consideration to the individual needs of children and families and give confidence to parents, enabling them to feel comfortable that the needs of their child will be met.

- We provide parents with all the relevant information before a child starts.
- Following enrolment, children and parents/carers will be invited to visit for settling in sessions.
- All relevant policies and procedures are explained during these information sharing opportunities and available to take away and read. Our Policies and Procedures are also available at all times on the parent notice board, located in the foyer. Parents can also access them 24 hours a day through our website.
- A key person will be allocated to each child and the family prior to the child starting at the session (or after a period of the child settling in, depending on what meets the needs of the individual child).
- Each adult has a small group of children with whom they spend time and get to really know personally and build these close relationships. They provide the care, individual attention and support that the individual child requires.
- The settling in sessions will be used to introduce the possible key persons, complete settling in forms, and introduce the child and parents/carers to the policies and procedures of the setting.
- This visit provides an opportunity to get to know the staff, talk about the individual child, any particular needs and familiarise themselves with the setting.
- Parents are asked to complete 'All about me' form, for the adults to get to know and help the child to settle more easily.
- On their first session children will be introduced to the staff members, to other children and shown around the rooms in the setting.
- We explain the settling in process to parents however, we are flexible to meet the parent's and child's needs. We recognise that different children have different ways to be settled/ the length of the process may be different, but we work with the parents to devise a strategy together.
- After one or two settling in session's parents will be encouraged to say goodbye to their child, if the child and parent feel comfortable with this, and explain that they will be coming back at the end of the session.

- West Lodge Day Nursery recognises that some children settle more easily than others and strive to recognise and meet the needs of all children and families.
- We also have a Buddy system that can be put into place in the absence of a Key Person.
- We have an open door policy for all parents and offer stay and play sessions at their convenience.
- The parents will be invited to stay with their child.
- Parents will be made to feel welcome at all times.

Sharing Information with Parents

At West Lodge Day Nursery we share information with our parents about their child's progress in a number of ways:

- Parents and staff share information verbally at the beginning and end of every session, ideally the child's Key Person will chat to the parent but if he or she is not available another member of staff in the room will chat to the parents
- Daily diary sheets are filled in every day by the child's Key Person, on these there is a brief explanation of what the child has been doing that day, including activities, sleep times, nappy changes and meal times.
- There is a notice board in the entrance of the nursery which displays information for parents with news about the nursery and informing parents of events that are happening or reminders to send in sun hats etc. There are also parents notice boards in the 'Unders', 'Overs' and 'Willows' areas for more specific notices to each area.
- As part of the working towards Quality Assurance, questionnaires are sent out to all parents, the responses to these questionnaires are then acted upon. We will be sending out questionnaires once a year as a routine.
- The nursery holds 2 Open Evenings per year; this is a time for parents to spend more time with their child's Key Person and talk about their progress and ways of moving forward.
- Every child at the Nursery has a n online portfolio (tapestry). Parents are encouraged to add observations to enable us to better understand the child's home life, as well as any interests that they may have. **The Portfolios are to be used by parents, staff and children.**
- 'Special Events' are held throughout the year so that parents and children can come along to the nursery purely for social reasons, it's a good opportunity for parents to chat to other parents and find out who their child's friends are. Events we have had in the past have been a toddle waddle and race for life in the summer and a Christmas Sing-a-long, as well as a Mum's tea party and a Dad's forest school session.

Bereavement Policy

At West Lodge Day Nursery, our staff team are dedicated to understanding the needs of the individuals they work with, supporting children as they progress and achieve in all elements of the Early Years Foundation Stage (EYFS). Through the carefully tailored programmes our children receive and the emphasis we all place on nurturing their social, emotional and personal wellbeing and development our aim is to help our children to be secure and happy.

Role of the Manager/Deputy

- To be the first point of contact for the family/child concerned.
- To liaise with external agencies and take part in Team around the Family meetings (TAF).
- To inform all staff within the nursery environment and offer bereavement support training.
- To respond to media enquiries.

Purpose

Whether sudden or expected, few life events have a greater impact on families than bereavement. Bereavements do occur, and the nursery recognises its responsibility in supporting the child and the wider family affected by a death of any kind. With support and information, young children can be helped to understand what has happened and can slowly learn to live with their loss. The nursery plays an important role in supporting children and their families in the following ways:

- Talking to children using words in accordance with the families wishes.
- Giving information a bit at a time. Pieces of the 'jigsaw puzzle' can be put together over time to make the complete picture.
- Encouraging children to ask questions and keep answering them – even if becomes repetitive.
- Answering questions honestly and simply and in accordance with the family's wishes.
- Talking about the person who has died.

As children begin to understand more about death and dying, a death in the family may make them anxious about the health and safety of surviving members of the family. The nursery will always endeavour to support the family through this phase and liaising with parents/carers plays an important part in understanding the family's wishes and preferences in this area. There are many practical ways nursery can help the child, for example making a memory box, a book or pictures to express their feelings, and through the use of appropriate support books.

Further advice is available from:

- Child and Adolescent Bereavement Service (CABS) – 01604 545131
- Bereavement Advice Centre - 0800 6349494
- Compassionate Friends - 0845 1232304
- Child Bereavement UK- 01908 550 895
- Winstons Wish – 0800 020 021
- Cruse – Bereavement care – 0844 477 9400

Complaints Procedure

It is important to deal promptly and fairly with complaints.

Parents wishing to make a complaint about the service the nursery is providing are invited to adopt one of the following options:

Informal Complaints

Complaints will be discussed promptly and confidentially with an appropriate member of staff. It is hoped that most complaints can be resolved this way to the parent's satisfaction.

Formal Complaints

Parents are requested to make an appointment with the person in charge. We will endeavour to deal with any complaint as quickly and as fully as possible. All complaints will be treated confidentially.

Please see appendix 1 at the end of this policy for complaints form.

All formal and informal complaints will be recorded in the *Complaints Record File* and will be dealt with within 28 days.

All parents have the right to make their complaint to OFSTED at:
Applications, Regulatory and Contact (ARC) Team

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

or

TEL: 0300 123 1231

Appendix 1

Complaints Record

Date:
Person Making Complaint:
Nature of Complaint:
Person Investigating Complaint:
Initial Action Taken:
Subsequent Action Taken:
Outcome:

WEST LODGE DAY NURSERY

Equal Opportunities policy

West Lodge Day Nursery works in accordance with all relevant legislation. Staff at West Lodge believe in promoting equal opportunities for everyone and value diversity in children, parents, carers, staff and visitors. We believe that all children have an entitlement to have equal access to a broad balanced, relevant and differentiated curriculum. Staff strive to ensure all children develop self-confidence and high esteem whilst recognising and valuing differences between themselves and others.

The legal frameworks for this policy include:

- Race Relations Act 1976
- Race Relations Amendment Act 2000
- Sex Discrimination Act 1975,
- Education Act 2011
- Disability Discrimination Act 1995 & 2005
- Special Educational Needs and Disability Act 2001
- Equal Pay Act 1970
- Children Act 1989
- Equality Act 2006
- Childcare Act 2006
- Equality Act 2010

The equal opportunities policy of West Lodge Day Nursery applies to all people, whether using or working within the setting.

We will not discriminate, whether directly or indirectly, in the treatment of any persons on the grounds of gender, race, culture, disability, religion, sexual orientation, marital status or for financial reasons.

Acts of unlawful discrimination will be challenged and the person concerned helped to understand why this is not acceptable. West Lodge Day Nursery is open to all members of the community and everyone will be made welcome.

In order to promote equality and diversity we will:

- Ensure that all parents are made aware of our equal opportunities policy.
- Offer equality and choice for all.
- Advertise West Lodge Day Nursery widely.
- Reflect the diversity of members of our society in our publicity and promotional materials
- Ensure our admissions policy promotes equality for all children and families.
- Not discriminate against a family or prevent entry to our setting, on any grounds.
- Provide opportunities for parents/carers to contribute to their child's care and education.
- Offer information regarding sources of financial support for families with differing means.

We aim to encourage children to develop positive attitudes about themselves and other people. We will do this by:

- Listening to children to ensure each child feels included, safe, valued and respected.
- Ensuring that all children have equal access to activities, resources and learning opportunities.
- Making appropriate provision to ensure each child receives the widest possible opportunity to develop their skills and abilities and recognise different learning styles.

- Providing play materials/resources and activities that demonstrates diversity of background and ability, and help to develop positive attitudes to differences of race, culture, language, gender and ability.
- Promoting children's awareness of their own culture and beliefs and those of other people.
- Ensuring the differentiation of activities to include the needs of all children.
- Working in partnership with key professionals to ensure that individuals with learning difficulties and/or physical disabilities can participate fully in all aspects of the provision.
- Avoiding stereotypical images in equipment, resources and activities.
- Using positive, non-discriminatory language with all children.
- Valuing the home background of all children.
- Ensuring any discriminatory language or practice is challenged appropriately.

English as an Additional Language:

- Staff will value linguistic diversity and provide opportunities and support for children to develop and use their home language in their play and learning.
- The setting will provide information in languages which reflect the needs of the local community for families who speak English as an additional language. Our practices will ensure their full inclusion.
- Alongside support in the home language, staff will provide a range of meaning contexts in which children have opportunities to develop English.

Inclusion:

- The staff will ensure that there are positive attitudes to diversity and difference so that every child is included and not disadvantaged.
- Children will be supported to learn from the earliest age to value diversity in others and grow up making a positive contribution to society.
- Staff will work with parents/carers and other professionals to make reasonable adjustment to the environment as required by the DDA (Disability Discrimination Act) to accommodate and meet the needs of a child with identified learning difficulties and/or physical disabilities.
- Staff will focus on each child's individual learning, development and care needs by;
 - Removing or helping to overcome barriers for children where these already exist
 - Being alert to the early signs of needs that could lead to later difficulties and responding quickly and appropriately, involving other agencies as necessary
 - Stretching and challenging all children.
- All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulty or disability, gender or ability will have the opportunity to experience a challenging and enjoyable programme of learning and development.
- It is West Lodge Day Nursery policy to share information where we feel necessary in the best interest of the child involved if cause for concern arose. This may include setting up meetings with outside agencies, liase with other carers i.e. childminders/additional settings, and MASH.

West Lodge Day Nursery aims to develop children's positive self-esteem and the esteem of others. Staff will set a good example by treating one another and the children with respect.

Staff Training:

- Staff, students and volunteers will be encouraged to attend training opportunities to support their awareness and understanding of equality and diversity.
- The setting SENCO will attend training around special educational needs and the code of practice.
- Staff, students, volunteers will have equal access to identified training to ensure professional development.

Employment Statement:

- All posts will be advertised and applicants judged against specific and fair criteria
- Applicants will be welcomed from all backgrounds regardless of ethnicity, religion, culture, language, gender, sexual orientation or age.
- West Lodge Day Nursery may use the exemption clauses of the sex discrimination act 1986 where it is necessary in exceptional circumstances to enable the service to best meet the needs of the community.
- Successful applicants will be subject to references and checks by the Disclosure and Barring Service (DBS)
- Job descriptions will include a commitment to equality and diversity as part of the specifications.
- The recruitment process will be monitored to ensure that it meets the equal opportunities policy.

Race Equality Statement:

- West Lodge Day Nursery has due regard to eliminate unlawful racial discrimination
- We promote equality of opportunity and good relations between people of different racial groups
- We provide good opportunities for children from ethnic minorities and we wish individuals who access the setting to know that they will receive the same fair treatment and be cared for based on their individual needs
- All individuals are entitled to equal rights and the same opportunities, regardless of racial group
- We expect everyone involved in the setting to seek to eliminate racism where it is identified
- We strive to ensure equal access to the setting
- We encourage, support and help all children and staff to achieve their full potential
- Our resources will reflect cultural diversity.

Fundamental British Values in the Early Years:

Democracy: making decisions together:

- Managers and staff encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are also given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding:

- Staff ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all:

- Children develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated:

- Managers and leaders create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
- Children acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

We will regularly review and monitor this policy and the practice of West Lodge Day Nursery to ensure that we are fully implementing the policy for equality, diversity and inclusion.

WEST LODGE DAY NURSERY

Behaviour policy

At West Lodge Day Nursery we want every member of the setting community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual. Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in an environment in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in an environment, in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

We acknowledge that there are times when issues surrounding behaviour will need to be supported by adult intervention and we will use the behaviour management policy & procedure to guide us through this process.

Corporal punishment will not be given to a child for whom we provide early years provision. We will not use or threaten corporal punishment or any form of punishment which could have an adverse impact on the child's wellbeing.

Aims and Values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS). The EYFS states (Page 8) that PSED involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's age and stage of development. We recognise that there may be different expectations for children's behaviour at home and at the setting. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

At West Lodge Day Nursery, we aim to ensure the individual needs of all children are met by providing clear, consistent and developmentally appropriate expectations for behaviour guided by PSED in the Early Years Outcomes (page 15-18)

Children will be supported to learn and develop respect, understanding and compassion, fairness and equality, kindness, confidence and self-esteem.

- **Respect:** all children will be encouraged to have respect for themselves, for other people (their feelings, beliefs and values) and for the nursery environment including equipment and property.
- **Understanding and compassion:** all children will be supported to understand other people's views and experiences and to be caring and tolerant towards others

- **Responsibility:** all children will develop an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.
- **Fairness and equality:** all children will develop an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.
- **Kindness:** staff will support children to promote acts of kindness to each other and to assist children in ways of being gentle towards each other
- **Staff will support and the use of positive reinforcement:** to acknowledge considerate behaviour, reinforcing positive behaviour developing children's confidence and self-esteem.

As part of the induction procedure, all staff will be made aware of the procedure to support positive behaviour according to clear, positive, consistent guidelines. Staff will make every effort to act as good role models to children by behaving in a friendly and considerate manner themselves, creating an atmosphere of respect and value for one another. Parents / carers using the nursery will be supported in a partnership approach towards achieving these aims.

Staff will work effectively together as a team and show a fair and consistent approach to incidents. They will discuss any concerns with parent/carers in an attempt to understand and identify possible causes of negative behaviour.

Staff will focus directly on positive features of the child's behaviour.

Supporting behavioural strategies and procedures

Where negative behaviours are recognised or observed staff will intervene appropriately, in a clear, calm and positive manner, to support children to reconcile conflict. This will be done in an age appropriate approach.

We help children look after themselves by:

- Praising them: focusing on the positive things they do
- Helping them to recognise their feelings and express themselves in an acceptable way
- Encouraging them to ask for help from peers as well as adults
- Encouraging their attempts and identifying with a view to planning for their interests
- Building their independence through self-help skills
- Encouraging them to see the good in others
- Encouraging them to learn from each other

We help children to care about others by:

- Using conflict resolution and keeping calm
- Modelling appropriate behaviour
- Working on and reinforcing the understanding of feelings, e.g. in circle time
- Naming and making feelings clear including the consequences of their actions: reflecting back to children
- Being aware of the power of language, i.e. not being confrontational or negative
- Boosting self-esteem
- Giving time to listen and help acknowledging their responses sensitively

We help children to be polite by:

- Saying "Good morning" and where appropriate "Please" and "Thank you" (we model behaviours we want them to copy)

- Encouraging children to wait their turn
- Talking one at a time: listening to each other without interrupting when someone is already speaking
- Giving children clear messages and setting an example

We ask children to look after equipment by:

- Encouraging children to use equipment appropriately
- Teaching them about health and safety
- Encouraging them to help mend broken toys and equipment
- Playing games, e.g. in circle time and considering, "How do we look after this?"
- Washing the bikes, toys etc.
- Reminding them to tell us about breakages
- Looking after the equipment ourselves and therefore modelling it

We help children to care about the environment by:

- Making it as attractive as possible
- Cleaning tables
- Tidying up together
- Displaying children's work
- Picking up rubbish
- Providing labelled storage
- Looking after indoor and outdoor plants
- Explaining proper care and use of areas (painting area, home corner, sand pit etc)
- Noticing, acknowledging and praising 'careful handling' and modelling it
- Sharing responsibility

There will also be a regular assessment of the environment to ensure that it is not having a negative impact on behaviour and that all children's needs are being met.

Examples of Behaviour and Strategies

Children display a range of behaviours at this age, most of which are to be expected for their age and in particular when they are new to a setting environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a 'tantrum', snatching and walking away at tidy-up time etc.

Intervention will be low key and may include one of the following:

- Using a positive statement, e.g. "If you want to throw something, you could go outside and throw a ball"
- Explaining any concerns e.g. "If you lean back on your chair you may fall over"
- Giving choices
- Having a group discussion or circle time about our visual 'Golden Rules'.

Staff will deal with more challenging behaviour by:

- Labelling the behaviour not the child, e.g. saying "I don't like it when....." or "It's not okay to...."
- Using non-confrontational language, e.g. "When sand is thrown....." instead of "When YOU throw sand..."

Where behavioural difficulties continue, parent/carers will be further invited into the setting to talk with relevant staff. By working together home and setting will explore possible underlying causes and share positive strategies in order to ensure a consistent approach between setting and home. An action plan to be shared by the setting and home will be agreed and reviewed to monitor outcomes.

A minority of children may need additional or different support, beyond that of other children of the same age.

Support for these children, in collaboration with parents/carers may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (please refer to Special Educational Needs Policy). Where appropriate, this stage may include referral to external agencies for additional support/assessment with parent/carers' consent.

Person responsible for behaviour management: Sharon Block.

WEST LODGE DAY NURSERY

Safeguarding Policy

Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a secure and welcoming environment where children feel safe and are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff and volunteers

Policy principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Children and staff involved in child protection issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the nursery's commitment with regard to child protection to children.

Terminology

Safeguarding and promoting the welfare of children refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.

Child protection refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the nursery, full time or part time, in either a paid or voluntary capacity.

Child refers to all children within the nursery.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

At the end of the Policy are three appendices:-

Appendix 1 Types of Abuse, Identifying and Recognising Types of Abuse in Children.

Appendix 2 Record Sheet

Appendix 3 Incident Sheet to record accidents away from setting

Roles and responsibilities

The designated persons (DSP) for child protection are Sharon Block and Lisa Male (Farm).

Due to their day-to-day contact with children, staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in nursery when they are in distress or at risk. It is vital that nursery staff are alert to the signs of abuse and understand the procedures for reporting their concerns.

The DSP:

- is appropriately trained and understands how to identify possible signs of abuse
- acts as a source of support and expertise
- keeps written records of all concerns, ensuring that such records are kept, stored and transferred correctly
- Has sufficient knowledge and skill to undertake assessment of need
- refers cases of suspected abuse to children's social care or police as appropriate
- notifies children's social care if a child, with a child protection plan, is absent without explanation
- ensures that when a child with a child protection plan/safeguarding concerns leaves the nursery, their information is passed to their new nursery and the child's social worker is informed
- attends and/or contributes to child protection conferences
- coordinates the nursery's contribution to child protection plans
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the safeguarding policy
- ensures that the safeguarding policy is updated annually
- Ensures all staff/volunteers undertake appropriate training/induction and keeps a record of attendance
- will make the safeguarding policy available to parents staff and volunteers

Good practice guidelines

Staff Expectations

To meet and maintain our responsibilities towards children we need to agree standards of good practice.

Good practice applies to all staff and includes:

- ensuring children aware of what is unacceptable behaviour and what constitutes unsafe situations
- ensuring children aware of who they can talk to and when and how they can get help
- ensuring children aware of how to keep themselves and others safe (also in relation to e.safety)
- treating all children with respect
- setting a good example by conducting ourselves appropriately
- involving children in decisions that affect them
- encouraging positive and safe behaviour among children
- being a good listener
- being alert to changes in childrens' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse.

Partnership with Parents

The nursery shares a purpose with parents to keep children safe from harm and to have their welfare promoted. Our notice board gives details on what parents can do if they are concerned that a child is at risk and how they can report concerns if they are worried.

We are committed to working with parents positively, openly and honestly. We respect parents' rights to privacy and confidentiality and will not share information unless we have permission or it is necessary to do so in order to safeguard a child.

We will share with parents any concerns we have about their child **unless to do so may place the child at risk of harm**. We acknowledge that lack of parental consent should not be a barrier to services for children.

Partnership with others

We recognise that it is essential to establish positive and effective working relationships with other agencies in order to ensure the best possible outcomes for children. At WLDN we are committed to integrated working and working closely with other agencies in order to secure the best outcomes for children.

Child Information

In order to keep children safe and provide appropriate care for them the nursery requires accurate and up to date information regarding:

- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility.
- Emergency contact details
- Details of any persons authorised to collect the children from nursery.
- Any relevant court orders in place including those which affect any person's access to the child.
- If the child has or has had a Child protection Plan.
- Name and contact detail of the G.P.
- Any other factors which may impact on the safety and welfare of the children.

Taking action

All staff at WLDN will follow the Northamptonshire Local Safeguarding Children Partnership Procedure [www.lscbnorthamptonshire.org.uk] and have a duty to recognise concerns and maintain an open mind.

Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSP immediately
- do not start your own investigation
- share information appropriately but do not discuss the issue with colleagues, friends or family (see confidentiality policy)
- record concerns using nursery's record keeping procedure – date and sign
- If a child does disclose anything, record exactly what is said and what happened and ensure that this is based on fact rather than opinion. In ALL cases date and sign.
- continue to support child
- seek support for yourself if you are distressed.

Action by DSP

Following any information raising concern, the Senior Designated Person will consider:

- Any urgent medical needs of the child
- Discussing the matter with other agencies involved with the family and gathering information from other members of staff.
- Consulting with other appropriate agencies.
- The child[ren]'s wishes where appropriate.

Then decide:

- whether to make a child protection referral because a child is suffering or is likely to suffer significant harm and whether this needs to be undertaken immediately. The child (subject to their age and understanding) will be told that a referral is being made
- wherever possible, to talk to parents, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk. In this instance advice will first be sought from social care.

It may be at this stage it is difficult to gauge the seriousness of the concern and the DSP should contact the appropriate agencies for advice.

The DSP may decide:

- not to make a referral at this stage
- that further monitoring is necessary
- that an assessment of need is required (e.g. Early Help assessment) and/or make a referral for other services. Children and young people are supported most effectively when services are planned and delivered in a co-ordinated way and the DSP should consider whether an assessment should be considered to ensure the correct level of support is provided.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

Emergencies:

If a child is in immediate danger, left alone or missing, contact the police and/or ambulance service directly on 999.

If a child is at immediate risk you should call MASH on 0300 126 1000 and make a telephone referral, you will subsequently be required to put this in writing to the following address:

MASH@northamptonshire.gcsx.gov.uk .

Non-emergencies:

If there is no immediate danger, you will need to establish the level of need and risk before you take action. [Thresholds and Pathways](#) (found in the office or online) will help you to do this using the vulnerability matrix. (Thresholds and Pathways document pg.36)

If you need advice about the levels of need and whether to make a referral, please contact the [Multi-Agency Safeguarding Hub \(MASH\)](#).

In all other circumstances to make a referral to the MASH please complete the [online referral form](#).

Out-of-hours:

Outside of normal office hours (Monday to Friday from 8:00am to 6:00pm) please contact the [Out-of-Hours Service](#):

- Telephone 01604 626938

Staff who are the subject of an allegation

When an allegation is made against a member of staff, procedures must be followed. It is rare for a child to make an entirely false, although misunderstandings and misinterpretations of events do happen.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff, who are the subject of an allegation, have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected and/or to allow the procedure to be implemented. All allegations are taken seriously and investigated properly and in line with agreed procedures.

Initial Action

1. If a disclosure is made or there is suspected abuse by a member of staff/volunteer, the designated persons (DSP) for child protection or Manager.
2. A decision should be made as to whether immediate suspension is necessary.
3. The person making the allegation should write a written report for themselves or on behalf of the child. This should be dated and signed.
4. DSP and the manager should make the decision if child protection procedures need implementing.
5. If a referral is necessary, the DSP should contact Initial Contact Team with the correct documentation. Social Services may contact the police if a criminal offence may have been committed and needs investigating.
6. The DSP should prevent contact between the child and the staff member whilst awaiting guidance from Social Services and the investigation is taking place. This may mean that the staff member under investigation may need to be suspended. This may need to be with immediate effect.
7. Social Services will then implement their procedures to investigate the case. The setting will fully co-operate with them by attending meetings, giving reports, etc.
8. If a member of staff has an allegation made against them, settings must inform the Designated Officer (DO) via:

doreferral@northamptonshire.gov.uk

or by using the following phone numbers:

Designated Officer Administrator - 01604 364041

Designated Officer Andy Smith - 01604 367862

Designated Officer Christine York - 01604 362633

If a referral is made to the DO, then MASH must also be informed.

9. If allegation is NOT upheld, the DSP and the manager should fully support the staff member whilst in the setting or on their return to work.
10. If staff had concerns over the Nursery Manager they would be required to speak to the DO or Lisa Male (Farm Park Designated Safeguarding Officer).
11. West Lodge Day Nursery is aware it is a requirement to notify Ofsted and Multi Agency Safeguarding Hub (MASH).

Whistleblowing

- We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- West Lodge Day Nursery recognises that the ethos of the setting should be one where concerns can be raised easily.
- West Lodge Day Nursery has a 'Whistleblowing' policy located in the staff handbook.
- All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues.

Record Keeping

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- State who was present, time, date and place
- Use the child's words wherever possible
- Be factual/state exactly what was said
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation

- Be written in ink and signed by the recorder

Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the DSP or manager (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Child protection information will be stored and handled in line with Data Protection Act 1998 principles. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

Child protection/safeguarding files will be kept safely and confidentially by DSP and any electronic information will be password protected and only made available to relevant individuals. Every effort will be made to prevent unauthorised access, and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the child's documents.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to manager /DSP.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. Please refer to inclusion policy to further support sharing information.

Failure to Collect

At West Lodge Day Nursery, if a child is not collected from the Nursery after the closing time of 6.00pm a member of the Management team along with one other member of staff will remain with the child.

The Manager will try and contact the parents and all other emergency contacts on the child's registration form. If no one has arrived after a reasonable length of time to collect the child or no contact has been made, the manager will contact the relevant Social Services departments.

West Lodge Day Nursery is aware of their responsibilities regarding private fostering and if a child under the age of 16 (or under the age of 18 if disabled) is living in a private arrangement with someone who is not their parent, step-parent, grandparent, aunt/uncle or adult sibling, for 28 days or more, then the local authority must be notified, as this is likely to be a 'private fostering' arrangement.

Missing Child

There are several security measures in place to ensure that a child never goes missing from the nursery. Both the nursery and Farm Park have C.C.T.V installed on the premises and there is a key pad locked gate at the initial entrance of the nursery which only known adults have access to the code, all other exits from the nursery are padlocked with just allocated members of staff having the keys/code.

If a child goes missing whilst in the care of West Lodge Day Nursery, the manager will immediately send out members of the management team whilst she contacts the parents concerned and the police. All staff should then fill out a written report, including all facts of the incident and pass onto management for further investigation.

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse in which a child or young person is exploited, coerced and/or manipulated into engaging in some form of sexual activity in return for something they need or desire and/or for the gain of a third person. If a member of staff has any concerns regarding CSE they should talk to the Nursery Manager or DSP who will then contact the MASH immediately.

Female Genital Mutilation

In the UK, under the **FGM Act 2003** and now extended to apply abroad under the **Serious Crime Act 2015**, it is an offence for any person (regardless of their nationality or residence status) to:

- perform FGM;
- Assist a girl to carry out FGM on herself;
- Assist a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.

Some warning signs that MAY indicate that a girl is at risk of FGM include:

- If a girl comes from a country that has high prevalence of FGM
- Mother and other siblings have already undergone FGM
- Child may indicate that they are going for a special event

The act contains a mandatory reporting duty which 'requires health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18s which they identify in the course of their professional work to the police'.

The duty is a personal duty which means that if any staff become aware of an FGM case they are to report it to the police on 101 ASAP. The only exception to this is if it is known that another individual has already made a report. Any reports made must be brought to the attention of the Nursery manager, or in their absence, the Deputy Manager. If any staff member is concerned that there may be signs of FGM then they should notify the manager/Deputy who will then contact MASH for advice.

Peer on Peer Abuse

Children and young people may be harmful to one another in several ways which would be classified as peer on peer abuse. There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour that might occur within nursery is described below.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. Bullying (physical, name calling, homophobic etc.) Bullying is unwanted, aggressive behaviour among children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems. To be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

Staff need to be vigilant to any of these behaviours and refer to our behaviour management policy. Parents should be involved in this process and incident forms must be completed for each incident that occurs. Any concerns must also be reported to the DSP.

Private Fostering

If a child under the age of 16 (or under the age of 18 if disabled) is living in a private arrangement with someone who is *not* their parent, step-parent, grandparent, aunt/uncle or adult sibling, for 28 days or more, then the local authority must be notified, as this is likely to be a 'private fostering' arrangement.

Any practitioner who suspects a private fostering arrangement must notify the DSP, who will then notify MASH ASAP.

Prevent Duty

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the prevent duty (2015).

Radicalism refers to the process by which a person comes to support terrorism and forms of extremism. During the process of radicalisation it is possible to intervene to prevent vulnerable people being

radicalised There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

We believe that promoting the prevent duty is part of our wider safeguarding responsibilities and we will do this in the following ways:

- We will promote fundamental British values within the nursery
- All staff will be trained in the prevent duty and British values
- PSED and UtW activities will be meaningful and promote a respect for other cultures and a tolerance for others.

If staff have concerns regarding the radicalisation of children then they should discuss their concerns with the DSP who will then contact the MASH

Northamptonshire Safeguarding Partnership Website: www.northamptonshirescb.org.uk

WEST LODGE DAY NURSERY

Terrorism Policy

Child safety statement

We recognise our moral and statutory responsibility to safeguard and deliver the duty of care of all children. We realise the rights of the children to keep them safe from harm as much as we can.

Policy principles

- Safety is paramount
- All children have the rights to have protection, security and a support network whilst in our care.
- To ensure all staff are familiar and kept up to date with the procedures put in place to protect the children.

Policy Aims

- Staff to be compliant and committed to the responsibility of the safeguarding of all children.
- Staff to be trained in the knowledge of knowing what to do in the event of 'lockdown'.

As we are situated on a public site we are responsible to make sure the children are 'hidden' out of sight from windows. The setting will need to be on full lockdown and children are to lie low under tables in their own rooms away from the windows.

It is our full responsibility that we do our utmost to contact parents of such an event occurring and if they should be in the vicinity then we would need to ask them specifically to stay away from the area until we know it is safe for parental approach.

Appendix 1

Types of Abuse, Identifying and Recognising Types of Abuse in Children.

For the purpose of the Child Protection Register, child abuse is divided into emotional abuse, neglect, physical injury and sexual abuse. These categories are not mutually exclusive; all abuse involves some emotional damage.

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and continuing adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far as they meet the needs of another person. It may involve inappropriate age or developmental expectations being imposed on children. It could also be frequently causing a child to feel frightened or in danger which can lead to the exploitation or corruption of a child.

The sense of security that enables a child to thrive and enjoy the outside world is obvious and easily recognisable. Once this is withdrawn, a child's self-esteem can be grossly undermined and can lead to a compulsive or disturbed behaviours, physical or psychological development impairment, or even suicide.

Emotional abuse may be difficult to quantify and have no physical signs. Great diligence may be necessary to obtain sufficient evidence to protect the children before irreparable damage is done.

Emotional abuse may take the form of a basic failure to respond to a child's fears and worries, or a deliberate form of harm involving frightening, bullying or scapegoating of a child.

A child, who despite receiving adequate material and physical care may be the subject of emotional neglect or rejection, which in some ways is even more difficult for children to bear. Children who appear depressed or withdrawn, who have difficulty making friendships or simply present as passive and apathetic may be having to deal with enormous yet hidden hostility, denigration and rejection at home

Children may also be deemed to be suffering emotional abuse if the demands placed upon them, such as looking after young children or adults, precludes their own social activities and their right to play.

Behaviours which are emotionally abusive include the following:

- Fear inducing/terrorising
- Fear inducing/creation of insecurity
- Tormenting
- Humiliating
- Denigrating
- Corrupting
- Scapegoating
- Inappropriate roles/responsibilities
- Isolating/rejecting
- Ignoring/marginalising

The effects of such abuse are not always immediate and children even in the same household are likely to respond in very different ways. Many of the responses to emotional abuse are included in the section entitled "Symptoms of Sexual Abuse".

Failure to provide for the child's basic emotional needs resulting in a noticeable affect on the behaviour and development of the child. The exposure to domestic abuse within the family may produce one or more of the signs outlined below.

Signs of Possible Emotional Abuse:

- Physical, mental and emotional development lags
- Over-reaction to mistakes
- Continual self - deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (for example rocking, hair - twisting, thumb sucking)
- Self - mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Compulsive stealing, scavenging

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs and is likely to result in the serious impairment of a child's health or development. It may involve a parent or carer failing to provide adequate food, shelter, clothing or appropriate medical treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child neglect is a serious condition that can result in retarded physical and emotional development, coupled with physical abuse it can have fatal consequences. A child's development is highly sensitive to both physical and psychological stress.

The judgement of the degree of neglect we may find tolerable accords with social values, but at the point where insufficient care or protection leads to actual or potential impairment then child abuse can be said to have occurred.

Physical Neglect

This type of neglect may be the consequence of lack of concern and/or poverty. Children who receive an inadequate diet, lack clean hygienic conditions and severe infestations are examples of physical neglect. Children allowed living in dangerous conditions or who are left to harm themselves must also be considered.

Child supervision is an issue subject to wide sub-cultural variability. Factors include the age of the child and his or her maturity as well as the length of time the carer is away. A further consideration is often the age and maturity of the temporary carer.

This occurs when a child's essential needs are not met and this is likely to cause impairment to physical health and development.

Signs of Possible Physical Neglect:

- Constant hunger
- Poor hygiene
- Constant tiredness
- Poor state of clothing

- Emaciation
- Frequent lateness or non- attendance at nursery
- Untreated medical problems
- Destructive tendencies
- Low self – esteem
- Neurotic behaviour
- Poor social relationships
- Compulsive stealing or scavenging
- Non-organic failure to thrive - failing significantly to reach normal growth and development milestones

Medical Neglect

Medical neglect means failure on the part of the parent or carer to take reasonable steps to prevent injury or disease and/or failure to seek medical/psychological treatment or advice within a reasonable length of time when it is clear that medical intervention is necessary. Failure to identify injury, disease or to follow essential medical advice may also be neglectful.

Non-organic 'Failure to Thrive'

Non-organic Failure to Thrive is a phrase applied to infants or children who fail to develop adequately, drop away from their expected growth centile or grow erratically for reasons that have no medical or organic basis.

A parent can fail to adequately nourish a child for a variety of reasons: inexperience of childcare, lack of knowledge of how to feed, lack of care or feelings of hostility. Alternatively, some infants are difficult to feed and there may be a more complex psychological problem related to a child's hostile or stressful environment such as attachment difficulties.

Explanations related to the small stature of parents should always be carefully scrutinised. Many children otherwise regarded as simply small have been observed to have rapidly gained weight following an admission to a hospital or to care.

Children undernourished in their early years can be disadvantaged for life as their brain growth may be affected. This, in turn, affects all aspects of development and general health.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be also caused when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after.

Physical abuse also includes the actual or attempted physical injury to a child, under the age of 16 years, including the administration of toxic substances, where there is definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented. Harm may be caused by the abuse itself and the context for example if it takes place in a wider context of family conflict or domestic violence.

Signs of Possible Physical Abuse:

- Unexplained injuries or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Untreated Injuries
- Bald patches

- Withdrawal from physical contact - flinching
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destruction tendencies
- Aggression towards others

Bruises

Falls and accidents often produce only a single bruise which is usually on a bony prominence. Even a child who falls downstairs can sometimes only sustain one or two bruises. Conversely, a fall may often produce bruises on several surfaces such as a knee, a forearm and hand. Children usually run and therefore fall forwards which can lead to bruises on the front of the body and marks on their forehead, knees and shins as well as on their hands if they managed to break their fall.

Bruises are universal in the mobile child. Bruising on the less mobile child should always be a cause of concern and bruising in a young baby or a child with severe learning or physical disability should be viewed with deep suspicion.

Children are commonly struck on the head, ears, cheeks, mouth, chest, upper arms, stomach, thighs and buttocks. Any bruising to the lips or gums, ears, genital or rectal area, neck or buttocks should arouse particular suspicion and indicate the need for an expert paediatric opinion as such bruising is rarely caused accidentally.

To produce finger marks, bruising to the pinna of the ears, outline marks (such as from a belt or strap), or grasp marks requires considerable force. Suspected bruising may turn out to be a symptom of a bleeding disorder, a birthmark, skin pigmentation or a skin disease, but these distinctions are for medical practitioners to make.

Black Eyes

Bruises around and to the eyes are not uncommon and can be accidental if children have had an injury to the forehead or nose. In this instance, the bruising will be underneath the eyes. However, bruising to the upper lids of the eyes and around the orbital ridge and surrounding tissue will need a medical opinion.

Easy Bruising

Parents often claim their child 'bruises easily'. In most cases this claim is incorrect and should be investigated by blood tests.

Burns and Scalds (Thermal Injury)

Scalds and burns are common accidents in children. A child who presents with any burn should be comprehensively medically examined.

It can be difficult to distinguish between accidental and inflicted burns but, generally, non-accidental burns are characterised by their regular outlines and their location (e.g. "glove" and/or "stocking" injuries to the extremities) whereas a child who pulls a saucepan of boiling water over themselves suffers diffuse scalds to the facial and chest area. Burns to the buttocks and groin are rarely accidental.

Accidental burns or scalds should always lead to questioning the amount of supervision and protection offered to the child and should raise the issue of child neglect.

A common burning object, readily to hand a moments of stress or anger, is the cigarette. Although children can sustain very superficial burns by accident if parents smoke, brushing against the tip does not cause the characteristic circular punched out area of skin loss. Multiple cigarette burns are more readily diagnosed as non-accidental injury than single burns that heal rapidly without the need for any medical attention. However, such burns usually produce very typical scars (NB- impetigo/skin infection can be confused with cigarette burns).

Friction burns are relatively common when children suffer playground accidents but these are usually associated with contact areas such as buttocks, stomach or chest and back.

Bites and Scratches

Bites inflicted by peers or siblings are common in childhood. Children can also suffer bites and scratches from pets.

Human bite marks are usually distinctive as a circle of two discontinuous semi-circles corresponding to the upper and lower teeth. There is usually no central bruising although this area may be swollen. 'Love bites' to a child might be signs of sexual abuse. Bite marks may be associated with serious or sadistic abuse and are of forensic importance. An expert should always examine them.

The random movements of new born infants frequently cause scratch marks, especially on the face. However, extensive and deep scratches are unlikely to be self-inflicted.

Lesions and Cuts

A torn frenulum (the web of skin joining the upper gum and the upper lip) is usually the result of a shearing force that requires specialist interpretation and investigation.

Restraining children by applying bands and ropes to wrists and ankles can lead to straight edged lesions, which should arouse suspicion.

Children can be beaten with a variety of instruments and repeated blows may result in a series of marks.

Children whose Illness is Fabricated or Induced by Carers

Child welfare concerns may arise when:

- Reported symptoms and signs found on examination are not explained by any medical condition from which the child may be suffering, or
- Physical examination and results of investigation do not explain reported symptoms and signs found on examinations, or
- There is inexplicably poor response to prescribed medication and other treatment, or
- New symptoms are reported on resolution of previous ones, or
- Reported symptoms and found signs are not observed independently of the carer, or
- The child's normal, daily life activities are being curtailed beyond that which might be expected for any known medical disorder from which the child is known to suffer.

There may be a number of explanations for these circumstances and each requires careful consideration. The characteristic of fabricated or induced illness is that there is a lack of the usual symptoms or signs, or in circumstances of proven organic illness, lacks the usual response to prove effective treatments. It is this puzzling discrepancy which alerts the medical clinician to possible harm being suffered by the child.

The following list of behaviours exhibited by carers when fabricating or inducing illness in a child is not exhaustive but can include the following:

- Deliberately inducing symptoms in children by administering medication or other substances, or by means of suffocation
- Interfering with treatments by overdosing, not administering them or interfering with medical equipment such as infusion lines
- Obtaining specialist treatments or equipment for children who do not require them
- Exaggerating symptoms, causing professionals to undertake investigations and treatments which may be invasive, are unnecessary and therefore are harmful and possibly dangerous
- Claiming the child has symptoms which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits. These claims result in unnecessary investigations and treatments which may cause secondary physical problems
- Alleging psychological illness in a child

Other Indicators of Physical Abuse

- Delay in seeking medical attention
- No explanation or inadequate explanation of injuries
- Child/parent/witness reports abuse
- Changing explanation of injuries
- Recurrent injuries – particularly if forming a pattern (e.g. always on a particular day or in the care of the same person)
- Inadequate parental concern
- Multiple injuries that occurred at different dates

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape or buggery), or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

A child's verbal allegations must always be treated with the greatest respect. Children are entitled to be listened to and to have their allegations treated seriously. Although there can be occasions when children invent allegations, as a result of adult pressures for a variety of other reasons, research suggests that such fabricated allegations are rare and that children, are, in fact, more likely to claim they are not being assaulted when they are than vice versa.

Once concerns are reported it is important that the indicators are weighed in terms of significance and in the context of the child's life, before the assumption is made that the child is or has been sexually assaulted. Some indicators take on greater or lesser weight depending on the child's age. It is essential you do not question the child but record carefully what is said and contact Social Services. Do not discuss with a suspected abuser.

Less than half of victims of sexual abuse will present any forensic or medical evidence or any sign of neglect or physical abuse. Nevertheless, many commonly exhibit behavioural or emotional symptoms which will give some clue to their private suffering and confusion.

It is important to note that these symptoms are not specific to sexually abused children and can have a number of causes.

Symptoms of Sexual Abuse

These effects present singly or in clusters of behaviours, depending on each child's environment and specific situation.

For the pre-school child, the effects may show in:

- Sexually explicit play and behaviour
- Wetting and soiling
- Delayed language and development
- Eating and sleeping problems
- Dysfunctional attachment behaviour
- Withdrawn or over-active states
- Aggressive behaviours (to self and others)
- Clinging behaviour and becoming mute

Signs of Possible Sexual Abuse:

- Few or no friends of own age
- Inappropriate play with dolls and peer groups
- Unable to stay awake at nursery
- Withdrawn
- Under achieving at nursery
- Over achieving at nursery
- Truancy
- Low self esteem
- Self – mutilation
- Sexually transmitted disease
- Running away
 - Fearful of men, adults generally

If a child is showing signs of emotional or behavioural stress, then the possibility of sexual abuse must be considered, particularly where there are sudden changes with no apparent explanation.

Appendix 2

Pupil Name

Date

Time

Area of Concern

Advice/Action

Member of Staff

Signed

Passed to Designated Person

Date

Appendix 3

Pre-existing Injury Incident Form	
Child's Name:	Child's D.O.B
DATE:	
Details of Incident:	
Signed by parent:	
Signed by Management:	

Pre-existing Injury Incident Form	
Child's Name:	Child's D.O.B
DATE:	
Details of Incident:	
Signed by parent:	
Signed by Management:	

WEST LODGE DAY NURSERY

E-Safety Policy

The internet is an accessible tool to children in early years settings- gaming, mobile learning apps etc

All early years settings have a duty to ensure that children are protected from potential harm both within and beyond the learning environment. Every effort will be made to safeguard against all risks, however it is likely that we will never be able to completely eliminate them. Any incidents that do arise will be dealt with quickly and following the policy to ensure that children and staff continue to be protected. The setting operates a mobile phone free environment which includes visitors and parents. Written consent is always obtained from parents or carers before photographs or videos of young are taken or used within the setting, including learning journeys, setting website and other marketing materials. If a recording device is lost it must be reported to the Designated Safeguarding Lead immediately. Parents must not take photographs/videos of children whilst on setting premises.

Responsibilities

All staff have a shared responsibility to ensure that children are able to use the internet and related technologies appropriately and safely as part of the wider duty of care to which all adults working with children are bound.

Filtering

Parental controls are established on all internet enabled devices that children have access to, blocking or preventing access to any harmful, illegal or inappropriate content.

Mobile phones and Cameras

Mobile Phones

- The Nursery allows staff to bring in personal mobile telephones and devices for their own use within the staff room, at break times.
- Users bringing personal devices into nursery must ensure there is no inappropriate or illegal content on the device.
- All staff must ensure that their mobile telephones/devices are left inside their bag throughout contact time with children. Staff bags should be placed in the staff room unless requested by the Manager or Deputy to move them to another appropriate location.
- Mobile phone calls may only be used at staff breaks or in staff members' own time and in the designated staff area.
- If staff have a personal emergency they are free to use the setting's phone or make a personal call from their mobile in the designated staff area of the setting, i.e. Staff room/Office.
- All parent helpers/students will be requested to place their bag containing their phone in the staff room and asked to take or receive any calls in the staff room area where their phone must remain.
- All visitors are requested to leave their personal belongings eg telephone, bag etc in the office/staff room on arrival. Mobile phones can be used in designated areas only with the permission of the Manager.
- During group outings staff will have access to the setting's mobile phone. Personal mobile phones must NEVER be taken on outings.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Nursery Manager.
- Concerns will be taken seriously, logged and investigated appropriately (see allegations against a member of staff in safeguarding policy).

- The Manager or Deputy in her absence reserves the right to check the image contents of a member of staff's mobile phone.
- All parents/carers are NOT permitted to use mobile phones on the premises of West Lodge Day Nursery. A breach to this policy would result in being asked to leave the premises immediately.
- Any breach of this policy by staff will lead to disciplinary action
- West Lodge Day Nursery will not be liable for any damage to any items left in the office/staffroom.

Cameras

Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

- Only the designated nursery cameras and iPad's are to be used to take any photo within the setting or on outings.
- Images taken on this camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress.
- All staff are responsible for the location of the camera.
- Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week and then deleted from the camera.
- Photographs should then be distributed to members of staff (keyworkers) to record in children's learning journeys.
- Under no circumstances must cameras of any kind be taken into the bathrooms without prior consultation with the Manager.
- If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then the Manager must be asked first and staff be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.
- Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

Laptops/iPads/Tablets

Staff Use:

Staff are aware that all activities carried out on setting devices and systems, both within and outside of the work environment, will be monitored in accordance with this policy.

- Staff will ensure that setting laptops and devices are made available as necessary for anti-virus updates, software installations, patches, upgrades or routine monitoring/servicing.
- Setting issued devices only should be used for this purpose and, if containing sensitive information or photographs of children, should not leave the premises unless encrypted and this must be acknowledged in the policy.

Children's Use:

- Laptop, iPad or tablet use must be supervised by an adult at all times and any games or apps used must be from a pre-approved selection checked and agreed by the Provider/Manager.
- Online searching and installing/downloading of new programmes and applications is restricted to authorised staff members only. Children should not be able to search or install anything on a setting device.

Data Storage and Security

- Sensitive data, photographs and videos of children are not stored on setting devices which leave the premises (e.g. laptops, mobile phones, iPads, USB Memory Sticks etc) unless encryption software is in place.

Applications (Apps) for Recording Children's Progress

- Personal staff mobile phones or devices (e.g. iPad or iPhone) will not be used for any apps which record and store children's personal details, attainment or photographs. Only setting issued devices may be used for such activities, ensuring that any devices are never taken off site.

Wearable Tech

Wearable technology (also called wearable gadgets) is a category of technology devices that can be worn by a consumer and often include tracking information related to health and fitness. Other wearable tech gadgets include devices that have small motion sensors to take photos and sync with your mobile devices.

Examples of wearable tech include:

- Apple Watches
- Android Watches
- Fitbits
- Google Goggles

West Lodge Day Nursery do not permit any Staff, parents/carers and visitors to wear or use any form of wearable tech at any time whilst within the nursery grounds, unless for health reasons (at managers discretion)

WEST LODGE DAY NURSERY Special Educational Needs Policy

Children with special needs are most likely to have their needs met where the staff have a secure knowledge and understanding of the individual needs of every child in their care. Staff at West Lodge Day Nursery will work together with parents and other relevant parties to organise the environment and plan activities to ensure all children take part at a level appropriate to their needs.

ALL children have individual needs and some groups of children may have particular special needs in our setting. **ALL** children will be included at some level in the activities that take place within the nursery; some children may need extra support or time to achieve this. If this is the case every effort will be made to ensure that staff are suitably deployed or extra staff are employed to meet their particular needs.

West Lodge Day Nursery's Special Educational Needs and Disability Co-ordinator is Georgia Laing. The SENCO is responsible for:

- Ensuring liaison between parents and other professionals in respect of children with special needs.
- Advising and supporting other practitioners in the setting
- Ensuring that appropriate Individual Educational Plans are in place.
- Ensuring that relevant background information about individual children with special needs is collected, recorded and updated.
- Ensuring that the management team are kept informed, as individual arrangements may have implications for staffing and/or resources.

Objectives:

At West Lodge Day Nursery we will:

- ensure the special educational needs of each child are identified, assessed, provided for and reviewed regularly;
- create an inclusive environment that meets the special educational needs of each child, including specialist resources and equipment as appropriate;
- ensure all children have access to an appropriately differentiated Early Years curriculum that promotes high standards of attainment, achievement and enjoyment;
- recognise, value and celebrate children's achievements, however small; listen and respond to the child's voice, including their interests, learning styles, motivations, responses and behaviours;
- work in partnership with parents and carers in supporting their child's education;
- ensure the inclusion policy is implemented consistently and that all staff are familiar with commitment 1.2 (Inclusion Practice) within the theme (A Unique Child);
- identify the roles and responsibilities of staff in providing for children's special educational needs and provide training as necessary;
- work in partnership with any outside agencies who provide specialist support and teaching for children with special educational needs;
- ensure induction and transition procedures are in place to ensure all relevant information is shared as appropriate.

IDENTIFYING A CHILD WITH SPECIAL EDUCATIONAL NEEDS.

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a **learning difficulty** if he or she:

- Has a significantly greater difficulty in learning than a majority of children the same age
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in nurseries within the area of a local educational authority.
- Is under 5 and falls within the definitions at 1 or 2 above or would do if special educational provisions were not made for that child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language, which he or she is or will be taught.

Procedures

- We have regard for the DFES Special Educational Needs and Disability Code of Practice (2015).
- We follow the safeguarding requirements and welfare requirements of the early Years Foundation Stage.
- We promote equality of opportunity for disabled children and have regard to the Equality Act 2010 and make reasonable adjustments to ensure children with disabilities are not disadvantaged.
- We work with external agencies and other professionals to ensure children with medical conditions

are supported and their needs met.

- We support children with special educational needs and/or disabilities (SEN) to ensure their individual needs are met and they have full access to the curriculum.
- We support parents/carers of children with SEN and work in partnership with them enabling them to take an active role in their child's education.
- We inform parents of the 'local offer' to ensure they are aware of support that is available.
- We identify specific needs of children with SEN and meet those needs through a range of SEN strategies.
- We involve other professionals, agencies and specialists that are matched to children's areas of need e.g. health visitor, portage, speech and language therapists, specialist teachers etc to identify strategies.
- We monitor and review our policy, practice and provision to ensure it is effective and make adjustments if necessary.

Admission

Parents/carers of children with special educational needs should approach the Special Educational Needs Coordinator (SENCO) for more information and discuss how their child's needs can be met.

In line with our equal opportunities policy no child would be excluded from nursery because of his/her special needs. Each child with special needs on entering the nursery will be assessed as an individual and an individual development and support programme will be written for them, this will be done with the parents and any other agencies involved with the child's welfare. **Support and consideration for the child and parent will be shown at all times.**

Children who have special medical needs e.g. asthma etc. will have a health plan drawn up in the nursery. Parents and any other agencies involved with the child will be asked for their input and all staff will be made aware of the exact nature of the child's illness, their specific needs and how to respond to them. The parent's wishes on how to deal with the child's specific needs and what action should be taken in event of an emergency will also be recorded

Premises

West Lodge Day Nursery is a purpose built building which has been designed to cater for easy wheelchair/buggy access. The outdoor play area is accessible to all children and the rooms and doorways are spacious enough for full manoeuvrability of wheelchairs. There is a disabled toilet for use by adults and children if necessary.

Staff training

- our staff have positive attitudes to including children with special educational needs;
- In addition to the SENCO staff attend/receive training related to special educational needs as available;
- staff work with other professionals to receive the necessary training to ensure a child's needs can be met.
- support will be given by the nursery to any member of staff who wishes to receive further training in special needs or a specific need of a child but it would usually be the SENCO who would receive the training then pass it on to all other members of staff.

SEN support

The SEND Code of Practice 2015 emphasizes the importance of early identification of special educational needs. We work closely with parents and listen to any concerns they may have about their child's development. Children's concerns are also listened to and addressed. We ensure parents are involved and

informed at all stages of assessment, planning, provision and review of their child's education to create and maintain a positive partnership.

We use the graduated approach with four stages of action, these are:

Assess

- Basic information on entry through welcome pack and settling in sessions
- Our 2 year progress check carried out between the ages of two and three enables us to review children's progress identifying strengths and any areas where the child's progress is slower than expected or gives cause for concern;
- Progress tracking documents are completed regularly and cohort tracking is completed also.
- The voice of the Child and Parents are gained through progress reports, questionnaires, parents/child voice slips and West Lodge Day Nursery's comments box.
- for children whose first language is not English, all aspects of the child's learning and development will be looked at to establish whether any delay is related to learning English as an additional language or it arises from SEN;
- key persons discuss any difficulties or concerns with the SENCO and the child's parents;
- we discuss with and involve parents in further planning and carrying out any appropriate support felt necessary, this is reviewed regularly to ensure support is matched to the need and also to discuss progress;
- with parental permission intervention may include more specialist assessment from health visitors, educational psychologists, portage workers, speech and language therapists, specialist teachers or other agencies from beyond the setting.
- Key persons observe, monitor and review the progress and development for all children throughout their time in our setting;

Plan

- where the practitioner and SENCO agree and in consultation with parents it is agreed to provide SEN support then a plan will be put in place.
- children's SEN are generally thought of in four broad areas of need and support, these are: communication and interaction; Play, cognition and learning; social, emotional and mental health and sensory and/or physical needs and give an overview of the range of needs that may be planned for;
- The plan will detail the outcomes being sought, the interventions and support put in place, the expected impact on the child's progress, development or behaviour and a date for review;
- We involve children at all stages where possible, taking into account their levels of ability.
- the support and intervention decided will be based on the observations of the child carried out by the key person and is selected to meet the outcomes identified for the child;
- any staff development needs are identified and addressed;
- Parents are given a copy of the plan.

Do

- the child's key person remains responsible for working with the child on a daily basis and keeps parents informed;
- the SENCO will support and oversee the implementation of the interventions 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 is reviewed on an agreed date;
- the impact and quality of the support is evaluated by the key person and SENCO working with the

child's parents, the views of the child are taken into account where possible

- any changes to the outcomes and support for the child will be agreed in light of the child's progress and development;
- Parents are involved in planning the next steps and given copies of the plans.
- where a child has not made expected progress despite the action taken to meet their needs a request for an education, health and care needs assessment will be considered;

Transition

- We work closely with the receiving school to ensure transition is as smooth as possible;
- a review of the SEN support being provided or the EHC plan is reviewed if felt necessary;
- to support the transition information agreed with parents is shared with the receiving setting or school.

Support

- Children with SEN are supported within the group and on a one to one basis where required;
- We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy;
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- we provide different levels for activities enabling all children to achieve;
- we have behaviour guidelines in place.
- We provide parents with information on sources of advice and support by making them aware of our 'local offer'.

Resources

- we have a wide range of toys in the setting/school to meet different learning needs
- we seek out access to specialist equipment or materials where necessary
- we provide materials relating to children's interests and abilities

Inclusion

- we differentiate activities ensuring all children have access to the Foundation Stage curriculum;
- our planning includes activities to support children's individual needs, interests and next steps;
- we make use of a variety of communication methods e.g. makaton signing, picture symbols;

External support

- we are committed to joint working with external agencies linked to children's individual needs;
- liaison is ensured using a variety of means such as telephone contact, written correspondence and email as well as face to face visits to our setting;
- we work follow advise from these agencies to provide suitable strategies/targets for children.

Complaints

- we have a complaints procedure in place in our Policies and Procedures handbook.

Review of policy

- We ensure the effectiveness of our provision for special educational needs by collecting information from a range of resources, e.g. Target reviews, staff and management meetings, parental and external agency views, inspections and complaints.
- We monitor and review our policy annually.

See Appendix 1 for Special Educational Needs Form

This policy was adopted on 05/06/2015

Signed on behalf of the management and Registered Person

Name of signatory: Sharon Block – Nursery Manager Signature: Sharon Block

Name of signatory: Maureen Dee – Registered Person Signature: Maureen Dee

Appendix 1

Child's Name:	
Date of Birth:	Male/Female
Nature of Child's learning difficulty:	
Special Educational Provision needed:	
Staff involved:	
Frequency and timing of support:	
External Specialists involved:	
Frequency and timing:	

WEST LODGE DAY NURSERY

Staff Development Policy

Staffing

Staff employed at West Lodge Day Nursery will be made up of:

Manager, Deputy, Room Co-ordinators, Nursery Workers, Cook, Lunchtime Supervisors and Cleaners. A copy of their job descriptions can be requested.

All staff in contact with children will be checked by the Disclosure and Barring Service and will not be able to supervise the children at the nursery until they have their Disclosure Form.

The organisation of staff within the nursery will depend on:

1. The needs of the children.
2. The most appropriate position for the staff, depending on their experience, qualifications and their professional development needs.

Staff Crisis Procedure

In the event that the Nursery is short staffed, the following procedure must be adhered to:-

- A member of the management team will telephone other nursery staff and relief staff to ask them to come in.
- Staff may be deployed from other rooms to cover staff shortages in particular rooms.
- When booking holidays, staff should consult the holiday chart. A maximum of two members of staff can be off at any one time, with the exception of individual days. Two staff from the same room cannot be off at the same time.
- If no supply staff are available, the manager's will cover within the room's.
- Children may be re-grouped and rooms may be re-organised to meet staff ratios.
- If necessary, parents should be asked to stay with children until relief/extra staff arrive.

Staff Induction

All newly appointed staff to West Lodge Day Nursery will follow an induction programme which will address both short and long term needs and begin the process of professional development. It will be provided for **all** new members of staff, whatever their experience, training and future role in the nursery and whenever they start work.

Effective safer recruitment systems are in place, safer recruitment training been accessed by the manager to ensure suitable persons are recruited.

All staff will have certain needs in common and meeting these, forms the core of the induction programme.

The overall responsibility for any induction programme lies with the manager.

In addition support from other members of staff and external professionals will also be sought where appropriate.

An induction programme will include varied methods of delivery including individual sessions, team meetings, training days and observational time.

General Principles of Induction

- Induction begins on the day of appointment. All policies will be covered within the first week of employment.
- Visits are made to the nursery before starting work, to meet staff and discuss routines and procedures.
- The staff handbook is made available prior to starting work.
- The induction checklist is used by the manager.

Continuous Professional Development

West Lodge Day Nursery is committed to providing opportunities to enable all staff to further develop their knowledge and skills. It is our belief that a skilled and motivated staff team will enhance the children's learning and progress.

Training for staff needs will be appropriate to the person's role within the Nursery. All staff need to keep up to date with current legislation.

We aim to achieve a balance between nursery and individual needs for development, with training taking place both within the nursery and on courses where appropriate.

Nursery Development

Planning for staff development will reflect the current needs of the nursery. Staff attending courses will have the opportunity to report back through team meetings.

Personal Development

Identification of needs for individual professional development will be through staff discussions with room co-ordinators and management.

Professional development can involve staff being involved in the development of policies within the nursery. It is also acknowledged that staff may deliver training themselves – in team meetings or whole staff meetings.

Other Nursery Visits

Visiting other Nurseries to observe good practise and discuss common issues is considered to be valuable staff development. Such visits need to be carefully planned to ensure minimal disruption of the nursery.

Team Meetings

Team Meetings are an important part of the professional development programme for all staff. It is time for addressing current issues, planning and development. Development sessions can be led by any member of staff or by someone from outside the nursery.

Courses Leading to Accreditation

West Lodge Day Nursery is committed to encouraging staff to extend their qualifications by attending accredited courses.

WEST LODGE DAY NURSERY

Student Policy

West Lodge Day Nursery recognises that the quality and variety of work which takes place in a childcare setting makes it an ideal place for students to gain work experience or training. We aim to provide an environment in which students on placement will, under the guidance of a skilled staff team, experience quality practice.

- Students under the age of 17 will not be counted in ratios and will be supervised at all times.
- Students aged 17 and over who are undertaking a long term placement, may be included in ratio's only when we are satisfied that they are competent enough to be unsupervised. All students will be DBS checked through the college before commencing placement.
- We recognise that the needs of the children are paramount and students will not be included into ratio numbers if that hinders the essential work of the provision.
- We will ensure that students are confirmed by their tutor as being engaged in a childcare course which provides necessary background understanding of children's development and activities.
- We will provide the student with full information about the role and responsibilities within the setting during their time with us.
- We will ensure students are known and introduced to parents and carers.
- We will carry out a thorough induction with all students before they embark upon their placement.
- We will provide the student with a staff mentor.
- We will ensure all students are supervised.
- We will ensure that students who are required to conduct child observations obtain written permission from the parents of the child.
- We will ensure that all students adhere to our confidentiality policy both on and off duty and are aware of their responsibilities under GDPR regulations.
- We will provide a termly and final review of a student placement between the staff mentor, manager of the setting, student and student tutor to ensure all needs are being or have been met.
- We will liaise regularly with the school/college and provide feedback on the placement.