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2 FIRE PROCEDURE

- 1) In the event of a fire, any supervising adult (staff or helper), will blow on a whistle (kept on hall keys). They will pick up the register, signing-in book and first aid box, and go to the nearest safe exit.
- 2) Staff and helpers will check designated areas: store room, cloakroom, committee room, and kitchen.
- 3) Children, staff and visitors to be head-counted out of the exit by the whistle blower
- 4) The register will be called when safely away from the hall
- 5) The meeting point, in case of emergency is either on the far side of the field near the tennis courts, or alternatively, if the weather is bad; the Rising Sun Public House (tel. 01428 741347) located next to the hall.

3 ADMISSIONS POLICY

It is our intention to make our nursery accessible to children and families from all sections of the local community.

We aim to ensure that all sections of our community have access to the nursery through open, fair and clearly communicated procedures.

In order to achieve this aim, we operate the following admissions policy:

- We ensure that the existence of the nursery is widely advertised in places accessible to all section of the community.
- We ensure that information about our nursery is accessible – in written and electronic form on the setting’s website.
- We arrange our waiting list in registration date order and birth order. In addition to this, our policy may take into account the following:
 - The vicinity of the home to the nursery
 - Siblings already attending the nursery
 - Age of the child

We keep a place vacant, if financially viable, to accommodate any emergency admission.

4 REVISED EARLY YEARS FOUNDATION STAGE POLICY (EYFS)

"Every child deserves the best possible start in life and support to their full potential. A child's experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in it's own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance"

- We describe our nursery and it's practices in terms which make it clear that it welcomes both fathers and mothers, other relations, and other carers, including childminders
- We describe our nursery and it's practices in terms of how it treats individuals, regardless of their gender, special education needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We describe our nursery and it's practices in terms of how it enables children with disabilities to take part in the life of the nursery.
- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We make our equal opportunities policy widely known
- We consult with families about the opening times of the nursery to avoid excluding anyone
- We are flexible about attendance patterns to accommodate the needs of individual children and families.

5 EARLY YEARS FOUNDATION STAGE FRAMEWORK IN OUR SETTING

This should be read alongside the Parent's guide to the Early Years Foundation stage Framework.

We aim to provide the highest quality care and education for all of our children, thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years Settings:

- 1) Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- 2) Children learn to be strong and independent through positive relationships
- 3) Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- 4) Children develop and learn in different ways and at different rates.

5.1 EARLY YEARS FOUNDATION STAGE FRAMEWORK: PRINCIPLES INTO PRACTICE

As part of our practice we:

- 1) Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- 2) Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- 3) Work in partnership with parents and within the wider context

- 4) Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- 5) Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- 6) Have a key person approach to develop close relationships with individual children
- 7) Provide a secure and safe learning environment indoors and out

5.2 EARLY YEARS FOUNDATION STAGE FRAMEWORK: FOUNDATION STAGE CURRICULUM

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the prime areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

6 SPECIAL EDUCATIONAL NEEDS POLICY

Children have special education needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in nurseries .

This special educational needs (SEN) policy details how we will do our best to ensure that the necessary provision is made for any child who has special educational needs and those needs are made known to all who are likely to teach them. The nursery will use it's best endeavors to ensure that early years practitioners are able to identify and provide for those children who have special educational needs allowing them to join in the activities of the setting, together with children who do not have special educational needs. Such children may need 'additional' or 'different' help from that given to other children of the same age. The Early Years Foundation Stage is our starting point for planning.

The setting will have regard to the Special Educational Needs Code of practice when carrying out it's duties towards all children with special educational needs and ensure that parents are notified and involved in all decisions. Partnership with parents plays a key role in enabling children with SEN to achieve their potential. This setting recognizes that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEN will be treated as partners and supported to play an active and valued role in their children's education.

Children may have Special Educational Needs either throughout or at any time during their nursery development. The nursery ensures that the curriculum, planning and assessment for children with SEN takes account of the type and extent of the difficulty experienced by the child.

The Special Needs Coordinator (SENCO) is **Sarah Marston**.

6.1 SPECIAL EDUCATIONAL NEEDS POLICY: OUR AIMS

To create an environment that meets the Special Educational Needs of each child:

- To ensure that the Special Educational Needs of children are identified, assessed and provided for.
- To make clear expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's Special Educational Needs.
- To enable all children to have full access to all elements of the nursery's curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our children have a voice in this process

6.2 SPECIAL EDUCATIONAL NEEDS POLICY: EDUCATIONAL INCLUSION

We aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our nursery community.

Staff responds to children with Special Educational Needs by:

Providing support for children who need help with communication, language and literacy.

Planning to develop children's understanding through the use of all available senses and experiences.

Planning for children's full participation in learning, and in physical and practical activities.

Helping children to manage their behavior and to take part in learning effectively and safely.

Helping children to manage their emotions - particularly trauma and/or stress and to take part in learning.

6.3 SPECIAL EDUCATIONAL NEEDS POLICY: ASSESSMENT

Common Assessment Framework:

The CAF is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children and young people's additional needs and promote coordinated service provision to meet them. The CAF is aimed at children and young people with additional needs who have needs that are not being met by their current service provision.

All our children are assessed when they join our nursery, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available resources. In liaison with the Special Educational Needs Coordinator (SENCO), the child's key person will offer interventions that are 'different from' or 'additional to' those provided as part of the nursery's usual working practices. The key person will keep parents informed and draw upon them for additional information. If the SENCO, key person and parents feel that the child would benefit from further support, the SENCO will then take the lead in further assessments of the child's needs.

If assessments identify that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's assessment. The new strategies within the assessment will, wherever possible, be implemented in the nursery.

If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care (EHC) plan will be made to the LEA. The SENCO will start procedures. A range of written evidence about the child will support the request.

6.4 SPECIAL EDUCATIONAL NEEDS POLICY: MONITORING AND EVALUATION

The SENCO monitors the movement of children within the Special Educational Needs system in the nursery. The SENCO provides the staff with regular summaries of the impact of the policy on the practice of the nursery. The SENCO draws up an EHC plan for children. The SENCO and managers hold regular meetings to review the work of the nursery in this area.

The SENCO monitors the progress of children with Special Educational Needs termly and discusses findings with all staff and parents.

7 TWINS POLICY

The following guidelines should be used when twins are attending the nursery school at the same time:

Not referring to them as 'the twins'

Not comparing them to each other

Encourage separation where appropriate

Having a different Key Person for each child.

Some typical behavioral patterns of twins to look out for:

- Trying to be exactly the same
- Polarizing
- Opting out
- Feeling inferior when compared
- Dominating or being dominated

8 SETTling IN POLICY

Aim

The aim of our Nursery School is to ensure each child feels safe and secure, enabling them to 'settle in' to this environment in a relatively short time. We appreciate that parents are the most important people in a young child's life, and by working together with you, we feel that starting Nursery School should be a happy experience.

The staff will ensure that:

- All parents/carers are signposted to our online 'Welcome Pack' detailing the times and routines of each session and general information about the nursery school.
- Parent's/carers know about the free sessions available the term before their child starts nursery school. The parent/carer should stay for the whole session, enabling them to observe routines and layout.
- Our online children's journal, TAPESTRY, has an 'About Me' section which should be completed by the parent/carer, giving details of brothers/sisters, pets, favourite toys, etc., enabling staff to encourage the child to talk about things familiar and comforting to them.
- Sessions start at 9:00am, but parents/carers are invited in, if they are a little early to help their child to hang up their coats, locate their box, establish where toilets are etc., in a quieter environment before most of the other children arrive

We allocate a key person to each child and his/her family. Within the first half term of starting the keyperson will discuss and work with the child's parents to create their child's record of achievement.

If the parent/carer would like, we can arrange for your child's keyperson to phone at a set time to advise on how their child is settling in during their first few sessions at Nursery School.

Parents/carers should always be on time when collecting their child, as being the last to leave when you are new to the Nursery School can be worrying for a child.

The nursery should be advised immediately if anyone other than the parent/carer would be collecting their child at the end of the session. This will enable the key worker to explain to the child who will be collecting them and why.

It is hoped that most parents, at this stage, will feel comfortable and reassured enough to say a positive 'goodbye' to their child. However, the Nursery School do understand that each situation can require different approaches, and we are always happy to listen to any concerns they may have, or problems they would like to share regarding their child to assist in their start to Nursery School. All discussions are in the strictest of confidence, as covered by our Confidentiality Policy.

9 EMERGENCY PROCEDURE

In the case of an emergency with a child/member of staff, the following procedures will apply:

If a child falls ill/unconscious:

- The manager of the session will stay with the child
- The Deputy Manager for the session will dial 999
- If possible, the injured child's key person will accompany them in the ambulance to the hospital. If necessary, extra staffing cover will be arranged.
- The manager will contact the parents/carers
- The other staff will remain with the children until the end of the session.

If a member of staff falls ill:

- Staff members to dial 999
- Staff members to dial next of kin.
- The manager or deputy manager will remain with the children.
- If necessary, another member of staff will be called in to cover for the remainder of the session.

10 EMERGENCY DRIVERS

Should an emergency arise where it is necessary to transport children in cars, two members of staff are covered on their insurance. Details of insurance cover located in the policy file.

Drivers are: Mrs Gillian Hall and Mrs Sarah Marston.

11 CONFIDENTIALITY POLICY

It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality nursery care.

We aim to ensure that all parents and carers can share their information in the confidence that it will only be use to enhance the welfare of their children.

To ensure that all those using, and working, in the nursery can do so with confidence, we respect confidentiality in the following ways:

- Parents have ready access to the files and records of their own children but do not have access to information about any other child
- Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs, or permission is given by the parent/carer. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need to know' basis.
- Personal information about children, families and staff is kept securely in a lockable file whilst remaining as accessible as possible.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students working towards recognised qualification and training, when they are observing in the nursery, are advised of our confidentiality policy and required to respect it.
- All of the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and wellbeing of the child. Please see also our policy on Child Protection.

12 RECRUITMENT PROCEDURE

We will advertise locally and interview. We may also opt to bring in an outsider e.g. our Childcare Support Coordinator.

We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the posts, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by us imposing conditions or requirements, which are not justifiable.

We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

We use Ofsted guidance on obtaining references and carry out checks through the Data Barring Service (DBS) for staff and volunteers who will have substantial access to children

12.1 RECRUITMENT PROCEDURE: ISSUES WHICH MAY CAUSE CONCERN

If any applicant/practitioner/staff member has an issue which may cause concern regarding the recruitment and selection process, or feel that Milland Nursery School has acted unfairly in dealing with a job application, then the issue should be raised with the Equal Opportunities Co-ordinator/Owner (as appropriate). The issue will be given all due consideration and a reply will be given within five working days – taking consideration of term timetable.

13 ISSUES WHICH MAY CAUSE CONCERN PROCEDURE

Our nursery believes that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our nursery and will give prompt and serious attention to any concerns about the running of the nursery. We anticipate that most concerns will be resolved quickly by an informal approach to the appropriate member of staff. If this does not achieve the desired result, we have a set of procedures for dealing with concerns.

We aim to bring all concerns about the running of the nursery to a satisfactory conclusion for all of the parents involved.

To achieve this, we operate the following procedure:

Stage 1: Any parent who is uneasy about an aspect of the nursery school's provision should first talk to the Nursery Supervisor, raising all issues and concerns.

Stage 2: If Stage 1 fails to provide a satisfactory outcome, or the problem recurs, the parent moves to stage 2 of the procedure by putting the concerns in writing to the supervisor and the owner of the nursery.
Most issues which cause concern should be resolved informally at Stage 1 or at Stage 2

Stage 3 The parent requests a meeting with the nursery leader and the owner. Both the parent and the leader should have a friend or partner present if required. An agreed written record of the discussion is made. All of the parties present at the meeting sign the record and receive a copy of it. The signed record signifies that the procedure has concluded.

Stage 4 If at the Stage 3 meeting the parent and nursery cannot reach agreement, an external mediator is invited to help to settle the issue causing concern. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers but can help to define the problem, review the action so far and suggest further ways in which it might be resolved. The mediator keeps all discussions confidential. She/he can hold separate meetings with the nursery personnel, and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice she/he gives.

Stage 5 When the mediator has concluded her/his investigations, a final meeting between the parent, the nursery supervisor and owner is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the issue causing concern. The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached. A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

14 THE ROLE OF THE OFFICE FOR STANDARDS IN EDUCATION, EARLY YEARS DIRECTORATE (OFSTED) AND THE LOCAL SAFEGUARDING CHILDREN BOARD

Parents may approach Ofsted directly at any stage of this procedure. In addition, where there seems to be a possible breach of our registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the National Standards for Day Care are adhered to.

Ofsted. Picadilly Gate, Store Street, MANCHESTER, M1 2WD/tel: 0300 1231231

Ofsted Whistleblowing Hotline: 0300 1233155/email: whistleblowing@ofsted.gov.uk

Midhurst Police Station: 01273 475432

West Sussex Family Information Service: 01243 777807

If a child appears to be at risk, our nursery follows the procedures of the Local Safeguarding Children Board.

In these cases, both the parent and the nursery are informed and the nursery supervisor works with Ofsted and/or the Local Safeguarding Children Board to ensure a proper investigation of the issue causing concern - followed by appropriate action.

A record of issues causing concern against our nursery and/or child and/or adults working in our nursery is kept, including the date, the circumstances of the issue and how it was managed.

Issues concerning the National Standards are to be completed on the "Issue which may cause concern" forms located on the signing in table.

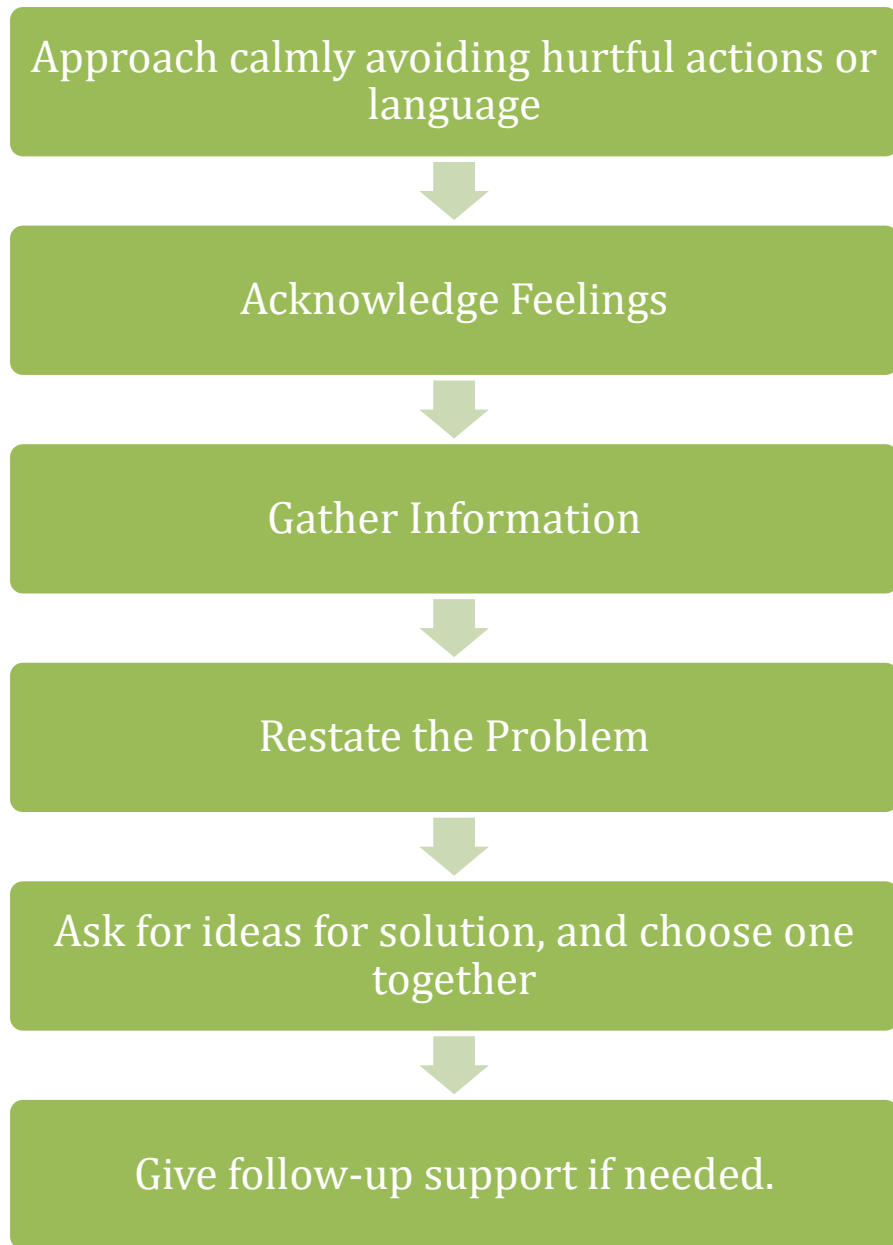
15 SOCIAL AND BEHAVIOR POLICY

We believe that children and adults flourish best in an ordered environment in which everyone knows what is expected of them and children are free to develop their play and learning without fear of being hurt or hindered by anyone else. We aim to work towards a situation in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect and encouragement.

In order to achieve this:

- Behavioral expectations will be discussed and agreed within the Nursery School and explained to all newcomers, both children and adults.
- All adults in the pre-school will ensure that they apply the policy consistently, so that children have the security of knowing what to expect and can build up useful habits of behavior.
- All adults will provide a positive model for the children with regard to friendliness, care and courtesy.
- Adults in the Nursery School will praise and endorse desirable behavior such as kindness and willingness to share.
- We will take positive steps to avoid a situation in which children receive adult attention only in return for undesirable behavior.

When faced with challenging situations the “Highscope Behavioral Modification” will be implemented as appropriate (see the following chart):.



16 SOCIAL DEVELOPMENT POLICY

The children have taken an active part in discussing the rules at our nursery. The following highlights the children's understanding of rules and why they are necessary.

When we go outside to play and it is cold, we will try to put our coats and boots on by ourselves and wait by the door.

Be kind to everyone.

It is much more fun if we share toys and games with our friends.

We have to be very careful on the climbing frame, we do not come down the slide head first.

It is nice if we say please and thank you when someone is helping us.

Before we sit down for refreshments or lunch, we must wash our hands - to stop germs going in our mouths.

We must not run in the nursery school. We might fall over and hurt ourselves. If we bump into our friends they might get hurt. Things get broken.

Throwing toys and things is dangerous. They might hit someone, or get broken.

17 SOCIAL NETWORKING POLICY

17.1 SOCIAL NETWORKING POLICY: INTRODUCTION

The use of online social networking sites (including, but not limited to, Facebook, Myspace, LinkedIn, and Twitter etc) has become a very significant part of life for many people. These sites provide a very positive way to keep in touch with friends and colleagues, and can be used to exchange ideas and thoughts on common interests, both personal and work-related. However, there have been occurrences where these services have been used for less positive reasons, hence the need for formal guidance

17.2 SOCIAL NETWORKING POLICY: USE OF SOCIAL NETWORK SITES; EMPLOYMENT CONDITIONS

If an employee's personal internet presence does not make any reference to the Setting or cannot be identified, the content is unlikely to be of concern to the Setting. If employment at (Milland Valley Nursery) is referred to then the information posted would need to comply with the employment conditions outlined below:

- 1) Instances where the Setting is brought into disrepute may constitute misconduct or gross misconduct and disciplinary action will be applied.
- 2) An employee should not disclose confidential information relating to his/her employment at (Milland Valley Nursery).
- 3) An employee should not disclose details of any children attending the setting.
- 4) Sites should not be used to verbally abuse or harass staff or parents. Privacy and feelings of others should be respected at all times. Employees should obtain the permission of individuals before posting contact details or pictures. Care should be taken to avoid using language which could be deemed as offensive to others.
- 5) If information on the site raises a cause for concern with regard to conflict of interest, employees should raise the issue with their line manager.
- 6) Viewing and updating personal sites should not take place during working times, unless in exceptional circumstances, such as where activities form part of a project, and this has been agreed in advance as appropriate by the Line Manager.
- 7) Safeguarding is paramount and no reference should be made relating to any child/family/staff at the setting.
- 8) Sites should not be used for accessing or sharing illegal content.

- 9) Any serious misuse of Social Networking sites which has a negative impact on (Milland Valley Nursery) may be regarded as a disciplinary offence. This includes any conduct which may, in our opinion, damage (Milland Valley Nursery) reputation or undermine our policies, breach confidentiality, or defame a third party. Please consider whether your communications are appropriate and professional. This includes comments made through Instant Messenger applications.
- 10) If parents become 'friends' on the social networking site, staff should ensure that no discussion/statement relates to the setting or anyone involved at the setting, whether it be negative or positive.
- 11) What you post on a site is open to scrutiny by others, and may impact on your role within the setting where outside activities are discussed.
- 12) Employees are discouraged from having parents as their friends on social network sites. Milland Valley Nursery School does not discourage staff from using such services. However, all should be aware that Milland Valley Nursery School will take seriously any occasions where the services are used inappropriately.

17.3 SOCIAL NETWORKING POLICY: USE OF SOCIAL NETWORK SITES; PERSONAL SAFETY

- 1) Protect your own personal information online. The threat of identity theft can be significantly reduced if you exercise caution regarding the data you make public. Do not publish personal data (including, but not limited to, address, telephone numbers, date of birth) or any details which advertise, for example, that your home is empty for 2 weeks whilst you are away on holiday.
- 2) If you decide to meet someone in person from online, go to a public place and let friends and family know your plans.

18 FOOD AND DRINK POLICY

The sharing of refreshments can play an important part in the social life of the Nursery School as well as reinforcing children's understanding of the importance of healthy eating. The Nursery School will ensure that:

- Before a child starts to attend the nursery, we find out from parents their children's dietary needs, including any allergies.
- The dietary rules of religious groups and also of vegetarians/vegans are known and met in appropriate ways.
- Milk provided for children is whole and pasteurized.
- All meals and snacks provided are nutritious, avoiding large quantities of fat, sugar, salt, additives, preservatives and colors.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- Children's medical and personal dietary requirements are respected.
- Activities are planned in advance and food offered is fresh, wholesome and balanced.
- A multi-cultural diet is offered to ensure that children from all backgrounds encounter familiar tastes and that all children have the opportunity also to try unfamiliar foods.
- We organize meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- We provide children with utensils which are appropriate for their ages and stages of development and which take account of eating practices in their culture.
- We have fresh drinking water constantly available for the children.

- We give parents information about suitable food containers and suggestions for lunch box contents.
- We have rules about children sharing and swapping their food with one another in order to protect children with food allergies.
- We have a 'no nut' policy in the nursery, due to the severity of this allergy. Any items brought into the nursery containing nuts will be stored away from the children and returned at the end of the session to parent/carer.

19 INCLUSION POLICY

19.1 INCLUSION POLICY: AIMS AND INTENT

We believe that the group's activities should be open to all children and families, and to all adults committed to their welfare. We aim to ensure that all who wish to work in, or volunteer to help with our nursery school should have an equal chance to do so.

- Disability Discrimination Act 2005
- Race Relations Act updated 2000
- Equality Act 2010
- Children's and Families Act 2014

We provide an environment in which all Children are supported to reach their full potential.

We have regard for the DfES Code of Practice for all children.

We include all children in our provision.

We provide practitioners to help support parents and all children in our setting.

We identify the specific needs of children and meet those needs through a range of strategies.

We work in partnership with parents and other agencies in meeting individual children's needs.

We monitor and review our practice and provision and, if necessary, make adjustments.

19.2 INCLUSION POLICY: GENDER POLICY

In accordance with our Nursery's Equal Opportunity Policy we welcome the statutory *Public Sector Equality Duty* and will carry out our functions with due regard.

At Milland Valley Nursery School we understand that in some circumstances it may be appropriate to treat girls and boys, or female & male staff differently, if that action is aimed at overcoming disadvantage and advancing gender equality.

All members of the nursery need to develop an appropriate understanding of, and act in accordance with, the objective of promoting gender equality. To this end, staff work together to ensure that:-

- Staff recruitment, training opportunities, pay and working conditions reflect and promote gender equality

- The curriculum, teaching & learning, classroom organization, assessment, behavior management, trips and extracurricular activities are free from gender stereotyping and promote gender equality
- Sex and relationships education plays a key role in challenging prejudice, gender stereotyping, discrimination and violence against women and girls
- Our policies are assessed for any impact on gender equality
- The devastating and often long-term impact of any domestic violence on staff or children is understood and dealt with sensitively, confidentially and sympathetically
- Incidents or sexual or sexist bullying or sexual harassment will not be tolerated and are dealt with promptly and in accordance with the relevant policies
- All staff will have the opportunity to receive relevant training on understanding and advancing gender equality

Our action plan has led us to make the following changes in our nursery to promote gender equality:

- During the time the children spend with us gender stereotypes/prejudices are challenged through a range of initiatives.
Specific examples include statements made by the children such as: pink is a girl's colour, babies are for girls, etc.
- When the children select their own activities, boys are specifically encouraged into the writing corner while the girls are encouraged to use building blocks & construction toys.
- Jobs are always referred to as non-gender specific; policemen/women, male/female nurses and opportunities are used to challenge gender stereotypes.
- The characters in school plays are open to both genders; and a recent play, for example, featured girls as the three kings visiting baby Jesus

19.3 INCLUSION POLICY: FAMILIES

The Nursery School recognises that many different types of family successfully love and care for children. The Nursery School offers a flexible payment system for families with differing means.

19.4 INCLUSION POLICY: METHODS

We designate a member of staff, known as the keyperson, to identify all children's needs on an individual basis and give his/her name to parents.

We provide a full curriculum showing how we provide for all children's needs.

We ensure that the provision is suitable for all children and is the responsibility of all members of the setting.

We ensure that our inclusive admissions practice ensures equality of access and opportunity.

We ensure that our physical environment is as far as possible suitable for children with disabilities.

We work closely with parents of children to create and maintain a positive partnership.

We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.

We provide parents with information on sources of independent advice and support.

We liaise with other professionals involved with children, including transfer arrangements to other settings and schools.

We will, in certain situations, seek advice and direction from external support services

We use the graduated response system for identifying, assessing and responding to children's needs.

We provide a broad and balanced curriculum for all children.

We provide a differentiated curriculum to meet individual needs and abilities.

We use a system of planning, implementing, monitoring, evaluating and reviewing using an Education, Health and Care plan (EHC) for children.

We ensure that the children are appropriately involved at all stages of the graduated response, taking into account their levels of ability.

We use a system for keeping records of the assessment, planning, provision and review for all children.

19.5 INCLUSION POLICY: FESTIVALS

Our aim is to show respectful awareness of all the major events in the lives of the children and families in the Nursery School, and in our society as a whole, and to welcome the diversity of backgrounds from which they come.

In order to achieve this, we aim to acknowledge all the festivals which are celebrated in our area and/or by the families involved in the Nursery School:

- Without indoctrination in any specific faith, children will be made aware of the festivals which are being celebrated by their own families or others, and will be introduced where appropriate to the stories behind the festivals.

- Before introducing a festival with which the adults in the Nursery School are not themselves familiar, appropriate advice will be sought from people to whom that festival is a familiar one.
- Children and families who celebrate at home, festivals with which the rest of the Nursery School is not familiar, will be invited to share their festival with the rest of the group, if they themselves wish to do so.
- Children will be encourage to welcome a range of different festivals, together with the stories, celebrations and special food and clothing they involve, as part of the diversity of life.

19.6 INCLUSION POLICY: THE CURRICULUM

All children will be respected and their individuality and potential recognised, valued and nurtured. Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination. Appropriate opportunities will be given to children to explore, acknowledge and value similarities and differences between themselves and others.

19.7 INCLUSION POLICY: RESOURCES

These will be chosen to give children a balanced view of the world and an appreciation of the rich diversity of our multi-racial society.

Materials will be selected to help children to develop their self-respect and to respect other people by avoiding stereotypes and derogatory pictures or messages about any group of people.

19.8 INCLUSION POLICY: DISCRIMINATORY BEHAVIOR & REMARKS

These are unacceptable in the Nursery School.

The response will aim to be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.

19.9 INCLUSION POLICY: LANGUAGE

Information, written and spoken will be clearly communicated in as many languages as necessary. Bilingual/multilingual children and adults are an asset. They will be valued and their languages recognised and respected in the Nursery School.

19.10 INCLUSION POLICY: FOOD

Medical, cultural and dietary needs will be met.

19.11 INCLUSION POLICY: MEETINGS

The time, place and conduct of meetings will ensure that all families have an equal opportunity to be involved in the running of the Nursery School.

20 HEALTH AND SAFETY POLICY

20.1 HEALTH AND SAFETY POLICY: AIMS AND INTENT

This nursery believes that the health and safety of children is of paramount importance. We make our nursery a safe and healthy place for children, parents, staff and volunteers.

We aim to make children, parents and staff aware of health and safety issues and to minimise the hazards and risks to enable the children to thrive in a healthy and safe environment.

20.2 HEALTH AND SAFETY POLICY: METHODS

The member of staff responsible for health and safety is Gillian Hall. She is competent to carry out these responsibilities. She has undertaken health and safety training and regularly updates her knowledge and understanding.

20.3 HEALTH AND SAFETY POLICY: RISK ASSESSMENT

Our risk assessment process includes all reasonably practicable actions:

- Checking for hazards and risks indoors and outside, and in our activities and procedures. Our assessment covers both children and adults;
- Deciding which areas need attentions, and
- Developing an action plan which specifies the action required, the timescales for action, the Person responsible for the action and any funding required.
- We maintain lists of health and safety issues, which are checked daily before the session begins, weekly, and termly when a full risk assessment is carried out.

20.4 HEALTH AND SAFETY POLICY: INSURANCE COVER

We have public liability insurance and employers' liability insurance. The certificate is displayed on the notice board.

20.5 HEALTH AND SAFETY POLICY: AWARENESS RAISING

Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and understand their shared responsibility for health and

safety. The induction training covers matters of employee well being, including safe lifting and the storage of potentially dangerous substances.

Health and safety issues are explained to the parents of new children so that they understand the part they play in the daily life of the nursery.

As reasonably practicable, health and safety training is included in the annual training plans for staff and health and safety is discussed regularly at staff meetings .

We have a no smoking policy.

Children are made aware of health and safety issues through discussions, planned activities and routines.

20.6 HEALTH AND SAFETY POLICY: CHILDREN'S SAFETY

Only persons who have been checked for criminal records by an enhanced disclosure from the Disclosure Barring Service and are registered with Ofsted as child carers have unsupervised access to the children, including helping them with toileting.

Adults do not normally supervise children on their own.

Adults supervise all children at all times.

Whenever children are on the premises at least two adults are present.

20.7 HEALTH AND SAFETY POLICY: SECURITY

Systems are in place for the safe arrival and departure of children. The times of the children's arrivals and departures are recorded.

The arrival and departure times of adults – staff, volunteers and visitors – are recorded.

Our systems prevent unauthorized access to our premises.

Our systems prevent children from leaving our premises unnoticed.

20.8 HEALTH AND SAFETY POLICY: WINDOWS

Low-level windows are made from materials, which prevent accidental breakage or are made safe.

20.9 HEALTH AND SAFETY POLICY: DOORS

We take precautions to prevent children's fingers from being trapped in doors.

20.10 HEALTH AND SAFETY POLICY: FLOORS

All surfaces are checked daily to ensure they are clean and not uneven or damaged.

20.11 HEALTH AND SAFETY POLICY: ELECTRICAL/GAS EQUIPMENT

All electrical/gas equipment conforms to safety requirements and is checked regularly.

Boiler/electrical switchgear/meter cupboard is not accessible to the children.

Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.

There are sufficient sockets to prevent overloading.

The temperature of hot water is controlled to prevent scalds.

Lighting and ventilation is adequate in all areas.

20.12 HEALTH AND SAFETY POLICY: KITCHEN

Children do not have unsupervised access to the kitchen.

All surfaces are clean and non-porous.

There are separate facilities for hand washing and for washing up.

Cleaning materials and other dangerous materials are stored out of children's reach.

When children take part in cooking activities, they: are supervised at all times; are kept away from hot surfaces and hot water; do not have unsupervised access to electrical equipment.

20.13 HEALTH AND SAFETY POLICY: STORAGE

All resources and materials which children select are stored safely.

All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

20.14 HEALTH AND SAFETY POLICY: OUTDOOR AREA

All reasonably practicable actions regarding our outdoor area are carried out for safety and cleared of rubbish before it is used.

Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.

All outdoor activities are supervised at all times.

20.15 HEALTH AND SAFETY POLICY: HYGIENE

We regularly seek information from the Environmental Health Department and the Health Authority to ensure that we keep up to date with the latest recommendations.

Our daily routines encourage the children to learn about personally hygiene.

We have a daily cleaning routine for the nursery, which includes kitchen, rest areas, toilets and nappy changing areas.

We have a schedule for cleaning resources and equipments, dressing up clothes and furnishings.

The toilet area has a high standard of hygiene including hand washing and drying facilities.

We implement good hygiene practices by:

- Cleaning tables between activities.

- Checking toilets regularly

- Wearing protective clothing, such as aprons and disposable gloves – as appropriate.

- Provide sets of clean clothes.

- Provide tissues and wipes.

20.16 HEALTH AND SAFETY POLICY: ACTIVITIES

Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the nursery.

The layout of play equipment allows adults and children to move safely and freely between activities.

All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.

All materials – including paint and glue – are non-toxic.

Sand is clean and suitable for children's play.

Physical play is constantly supervised.

Children are taught to handle and store tools safely.

Children learn about health, safety and personal hygiene through activities we provide and the routines we follow.

20.17 HEALTH AND SAFETY POLICY: FOOD AND DRINK

Staff who handle food receive appropriate training and understand – and comply with – food safety and hygiene regulations.

All food and drink is stored appropriately.

Adults do not carry hot drinks through the play areas and do not place hot drinks within reach of the children.

Snacks and meal times are appropriately supervised and children do not walk about with food and drinks.

Fresh drinking water is available to the children at all times.

We operate systems to ensure that children do not have access to food/drinks to which they are allergic.

20.18 HEALTH AND SAFETY POLICY: OUTINGS AND VISITS

We have agreed procedures for the safe conduct of outings.

Procedures to be followed on outings are contained in our operational plan.

A risk assessment is carried out before an outing takes place and all reasonably practicable actions are taken.

Parents always sign consent forms before major outings.

Our adult to child ratio is high.

The children are appropriately supervised to ensure no child gets lost and that there is no unauthorised access to children.

20.19 HEALTH AND SAFETY POLICY: INJURY

Any injury requiring General Practitioner or hospital treatment to a child, parent, volunteer or visitor is reported to the local office of the Health and Safety Executive.

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

- Any accident to a member of staff requiring treatment by a General Practitioner of hospital, and
- Any dangerous occurrences (an event which does not cause an accident, but could have done)

20.20 HEALTH AND SAFETY POLICY: MEDICINES

Children's prescribed drugs are stored in their original containers, are clearly labelled and are inaccessible to the children.

Parents give prior written permission for the administration of medication. A Healthcare Plan is put in place by the nursery for children with ongoing medication, which records accurately the administration of a medicine. The Healthcare Plan is signed by the parents and reviewed when necessary.

The administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.

20.21 HEALTH AND SAFETY POLICY: SICKNESS

Our policy for the exclusion of ill or infectious children is discussed with parents. This includes procedures for contacting parents – or other authorised adults – if a child becomes ill at nursery.

Ofsted is notified of any infectious diseases, which a qualified medical person considers notifiable.

20.22 HEALTH AND SAFETY POLICY: SAFETY OF ADULTS

Adults are provided with guidance about the safe storage, movement, lifting and erecting of large pieces of equipment.

The sickness of staff and their involvement in accidents is recorded. The records are reviewed each term to identify any issues which need to be addressed. We follow the guidelines set out under RIDDOR 2013 (please see separate policy).

20.23 HEALTH AND SAFETY POLICY: RECORDS

In accordance with the National Standards for Day Care, we keep records of:

- Adults authorised to collect children from the nursery
- The names, addresses and telephone numbers of emergency contacts in case of children's illness or accident.
- The allergies, dietary requirements and illnesses of individual children.
- The times of attendance of children, staff, volunteers and visitors.
- Accidents and incidents.

21 PARENTAL INVOLVEMENT POLICY

We believe that children benefit most from nursery education and care when parents and nursery work together in partnership

21.1 PARENTAL INVOLVEMENT POLICY: AIM

- To support parents as their children's first and most important educators.
- To involve parents in the life of the nursery and their children's education.
- To support parents in their own continuing education and personal development.

21.2 PARENTAL INVOLVEMENT POLICY: METHOD

In order to fulfil these aims:

- We are committed to ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- Through access to written information and through regular informal communication, we inform all parents about how the group is run and its policies. We check to ensure parents understand the information which is given to them.
- We encourage and support parents to play an active part in their children's time with us.
- We inform all parents on a regular basis about their children's progress.
- We involve parents in the shared record keeping about their children – either formally or informally – and ensure parents have access to their children's online records, encouraging them to add information
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the group.
- We inform parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities for being involved in the nursery in ways which are accessible to parents with basic skills needs, or those for whom English is an additional language.

- We hold meetings in venues which are accessible and appropriate for all.
- We welcome the contributions of parents, in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to our written complaints procedure.

In compliance with National Standards 12, the following documentation is in place:

- Admissions policy
- Issues which may cause concern procedure
- Record of issues causing concerns, and activities provided for children.

22 STAFFING AND EMPLOYMENT POLICY

A high adult:child ratio is essential in providing good quality pre-school care.

In our Nursery School:

- We have at least one member of staff to each eight children aged three and over, one member of staff to each four children under three. This includes an Early Years Teacher (EYT) for a staff ratio of 1:13 for children three years plus if required.
- Our keyperson system ensures each child and family has one particular staff member who takes a special interest in them.
- Regular staff meetings provide opportunities for staff to undertake curriculum planning and to discuss the children's progress and any difficulties.
- We work towards an equal opportunities employment policy, seeking to offer job opportunities equally to both women and men, with and without disabilities, from all religious, social and cultural groups.
- At least half of our staff hold the Diploma in Pre-School Practice or an equivalent qualification.
- Regular in-service training is available to all staff, both paid and volunteer members.
- We support the work of our staff by means of regular monitoring/appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation

23 POSITIVE DISCLOSURE (DBS) POLICY

If on receipt of the Enhanced Disclosure by an existing or prospective employee, it shows details of a conviction or similar matter the following guidelines will be used:

Was the conviction or similar matter disclosed on the job application form?

Yes

Then full details would have been taken and investigated at the time of the application, and if agreed at the time that the prospective employee would be suitable for a position in the company, after consultation with relevant bodies, no further action will be required.

No

It is a serious omission on an application form when asked for details of all convictions. This must be discussed with the existing/prospective employee and an explanation given. The following details contained on the disclosure will then be assessed.

1. Is the conviction or similar matter relevant to the position applied for when working with children.
2. Could this be covered by imposing restrictions/conditions on their employment
3. Date of incident. Has enough time elapsed for the applicant to be considered suitable.
4. An extended probationary period may be implemented whilst investigations/enquiries are in progress.

24 STUDENT PLACEMENT POLICY

We recognise that the quality and variety of work which goes on in a Nursery School makes it an ideal place for students on placement from school and college childcare course as well as those on the Diploma in Pre-School Practice or Tutor Fieldworker courses.

Students are welcomed into the Nursery School on the following conditions:

- The needs of the children are paramount. Students will not be admitted in numbers which hinder the essential work of the Nursery School.
- Students must be confirmed by their tutor as being engaged in a bona fide childcare course which provides necessary background understanding of children's development and activities.
- Students required to conduct child studies will obtain written permission from the parents of the child to be studied.
- Any information gained by the students about the children, families or other adults in the pre-school must remain confidential.
- Unless registered as fit persons, students will not have unrestricted access to children.
- Students will be fully supervised at all times whilst working alongside children.
- Students to sign their agreement to the Nursery's confidentiality policy.

25 EQUAL OPPORTUNITY IN EMPLOYMENT POLICY

Named Equal Opportunities Co-ordinator: Gillian Hall

This Equal Opportunities Policy Statement and Policy Statement on Harassment at Work are designed to implement the commitment of the Employer (Milland Valley Nursery) to Equal Opportunities. It is the responsibility of every employee to ensure his or her own conduct conforms to the expected standards and reflects these Policy Statements.

25.1 EQUAL OPPORTUNITY IN EMPLOYMENT POLICY: AIMS

The aim of the policies are to encourage harmony and respect amongst individuals and to promote good working practices, with a view to maximizing the performance and return to the Employer and the employees.

If Equal Opportunities are not applied then valuable talent and potential are wasted. Moreover when unfair discrimination, harassment, bullying or victimization takes place, they bring about a climate of fear, insecurity and poor work performance. As well as being unlawful it affects profitability and morale. It is therefore vital that every employee understands his or her responsibilities. Equal Opportunities are taken very seriously by the Employer and willful failure to apply the policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action, which may include your dismissal.

25.2 EQUAL OPPORTUNITY IN EMPLOYMENT POLICY: POLICY STATEMENT

- 1) The Employer recognises its legal obligations including those under the Race Relations Act 2000, the Equality Act 2010, the Civil Partnership Act, the Equal Pay Act, the Disability Discrimination Act, the Part-time and Fixed-term Workers legislation and the Employment Equality (Sexual Orientation) and (Religion or Belief) Regulations.
- 2) The Employer seeks to employ a workforce which reflects the diverse community at large because the Employer values the individual contribution of people irrespective of sex, pregnancy or maternity leave, age, marital status, civil partnership, disability, sexual orientation, gender reassignment, race, colour, religion or belief and ethnic or national origin.
- 3) The Employer undertakes to review periodically its selection criteria and procedures to maintain a system where individuals are selected, promoted and treated solely on the basis of their merits and abilities.

- 4) If an existing employee becomes disabled the Employer will make every effort to retain him or her within the workforce whenever reasonable and practicable.
- 5) The Employer will not tolerate acts that breach this policy and all instances of such behaviour or alleged behaviour will be taken seriously, fully investigated and may be subject to the disciplinary procedures of the Employer. The Employer further seeks to give all employees equal opportunity and encouragement to progress within the organisation by implementing a positive action plan.
- 6) Whenever reasonably practicable to do so the Employer will install in existing premises facilities for people with disabilities. Whenever the Employer invests capital in new or refurbished premises every practicable effort will be made to provide for the needs of staff and customers with disabilities.
- 7) The Employer undertakes to distribute and publicise this policy statement to all employees and elsewhere as from time to time appropriate.
- 8) Any employee who believes that they may have been subjected to treatment, which breaches this policy, may raise the matter through the grievance procedure of the Employer.

25.3 EQUAL OPPORTUNITY IN EMPLOYMENT POLICY: HARASSMENT AT WORK POLICY STATEMENT

- 1) The Employer believes that the dignity of every person must be respected. Harassment of colleagues or visitors is unacceptable and will be regarded as gross misconduct. The highest standards of conduct are required of everyone regardless of seniority.
- 2) The Employer recognises that harassment may take many forms. It may be directed towards persons of either sex. It may relate to a person's ethnic origin, religion or belief, age, sex, pregnancy or maternity leave, sexual orientation, physical or mental attributes or some other personal characteristic.
- 3) Harassment may involve action or inaction, behaviour, exclusion, comment or physical contact that the recipient finds objectionable or offensive. It may result in the recipient feeling threatened, humiliated, intimidated, patronised, demoralised or less confident in their ability. Condoning such conduct may be harassment in itself. The test of harassment is, at least in part, subjective.
- 4) Examples of unacceptable conduct include:
 - a. Verbal abuse, or insulting behaviour.
 - b. Sexist or racist jokes, jokes about an individual's sexual orientation or jokes about an individual's physical or mental attributes.

- c. The display or circulation of sexually suggestive or racially abusive material.
 - d. Bullying, coercive or threatening behaviour.
 - e. The ridicule or exclusion of an individual for cultural or religious differences, on the grounds of sex or sexual orientation or on the grounds of disability.
 - f. Unsolicited or unwelcome conduct of a sexual nature including touching, staring or commenting.
 - g. Comments of a sexual nature about a person's appearance or dress.
 - h. Any conduct, whether or not of a sexual nature, which has the purpose or effect of intimidating, degrading, humiliating or offending someone simply because he/she is of a particular sex
 - i. Treating someone unfavourably because they have rejected or submitted to unwelcome conduct of a sexual nature or to harassment on the grounds of their sex.
- 5) Harassment, particularly on the grounds of sex, sexual orientation, race, disability, religion or belief, will be regarded as gross misconduct for disciplinary purposes. Accordingly, employees guilty of harassment run a serious risk of summary dismissal.
- 6) Equally, an allegation of harassment must not be made lightly. If it is found that an allegation of harassment has been made without foundation and maliciously then this will also be regarded as gross misconduct for disciplinary purposes.
- 7) All complaints of harassment should be made to your manager through the grievance procedure unless the complaint is regarding this person when you should complain to that person's superior.

26 SAFEGUARDING CHILDREN POLICY & PROCEDURE

We share information with regard to Safeguarding and Wellbeing with West Sussex Local Authority.

26.1 SAFEGUARDING CHILDREN POLICY & PROCEDURES: STATEMENT

Our setting will work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

26.2 SAFEGUARDING CHILDREN POLICY & PROCEDURES: EXCLUDE KNOWN ABUSERS

It will be made clear to applicants for posts within the Nursery School that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974.

All applicants for work within the Nursery School, whether voluntary or paid will be interviewed before an appointment is made and will be asked to provide at least one reference. All such references will be followed up. In the case of applicants with unexplained gaps in their employment history, or who have moved rapidly from one job to another, explanations will be sought.

All appointments, both paid and voluntary, will be subject to a probationary period and will not be confirmed unless the pre-school is confident that the application can be safely entrusted with children.

26.3 SAFEGUARDING CHILDREN POLICY & PROCEDURES: SAFEGUARDING OFFICER

The appointed officer, Lis Theobald, will be responsible for the keeping of records and maintaining training levels for staff. The officer will also be required to attend all relevant courses and relay information to the staff.

26.4 SAFEGUARDING CHILDREN POLICY & PROCEDURES: PREVENT ABUSE BY MEANS OF GOOD PRACTICE

Adults will not be left alone with individual children or with small groups. An adult who needs to take a child aside – for example, for time out after behaviour which needs discussing – will leave the door ajar. Adults who have not been registered as “fit” persons will not take children unaccompanied to the toilet.

All mobile phones belonging to the nursery. staff, volunteers must be kept in the kitchen. No persons to carry their mobile phones with them whilst at the nursery. Phones may be left on in case of emergencies.

Children will be encouraged to develop a sense of autonomy and independence through adult support in making choices and in finding names for their own feelings and acceptable ways to express them. This will enable children to have the self-confidence and the vocabulary to resist inappropriate approaches. The layout of the room(s) will permit constant supervision of all children.

Only nursery school tablets to be used to take photos. Only the camera and the tablets belonging to the nursery are to be used for recordings. Any images or pictures taken or printed are to be kept strictly according the nursery's policy and the Data Protection Act.

26.5 SAFEGUARDING CHILDREN POLICY & PROCEDURES: RESPONDING TO SUSPICIONS OF ABUSE

Changes in children's behaviour/appearance will be investigated.

Parents will normally be the first point of reference, though suspicions will also be referred to. Ofsted /Local Safeguarding Children Board.

All such suspicions and investigations will be kept confidential, shared only with those who need to know. The people most commonly involved will be the member of staff/key worker, and the Nursery School manager.

26.6 SAFEGUARDING CHILDREN POLICY & PROCEDURES: LIAISE WITH OTHER BODIES

The nursery operates in accordance with local authority guidelines. Confidential records kept on children about whom the nursery is anxious will be shared with the Local Safeguarding Children Board if the nursery feels that adequate explanations for changes in the child's condition have not been provided. If a report on a child is to be made to the authorities, the child's parents will be informed at the same time as the report is made. The group will maintain ongoing contact with the registering authority, including names, addresses and telephone numbers of individual social workers, to ensure that it would be easy, in any emergency, for the Nursery School and the Local Safeguarding Children Board to work well together. Records will also be kept of the local NSPCC contact, or other contact(s) as appropriate.

26.7 SAFEGUARDING CHILDREN POLICY & PROCEDURES: KEEP RECORDS

Whenever worrying changes are observed in a child's behaviour, physical conditions or appearance, a specific confidential record will be set up, quite separate from the usual on-going records of children's progress and development. The record will include, in addition to the name, address and age of the child: timed and dated observations, describing objectively the child's behaviour/appearance, without comment or interpretation; where possible, the exact words spoken by the child; the dated name and signature of the recorder.

Such records will be kept in a separate file and will not be accessible to people in the Nursery School other than the Nursery School manager, and key worker or other member of staff as appropriate.

26.8 SAFEGUARDING CHILDREN POLICY & PROCEDURES: SUPPORT FAMILIES

The Nursery School will take every step in its power to build up trusting and supportive relationships between families and staff and volunteers in the group.

Where abuse at home is suspected, the Nursery School will continue to welcome the child and family while investigations proceed.

Confidential records kept on a child will be shared with the child's parents.

With the proviso that the care and safety of the child must always be paramount, the Nursery School will do all in its power to support and work with the child's family.

26.9 SAFEGUARDING CHILDREN POLICY & PROCEDURES: SEEK AND SUPPLY TRAINING

We will seek out training opportunities for all adults involved in the group to ensure that they recognise the symptoms of possible physical abuse, neglect, emotional abuse and sexual abuse and so that they are aware of the local authority guidelines for making referrals.

26.10 SAFEGUARDING CHILDREN POLICY & PROCEDURES: ALLEGATIONS AGAINST THE NURSERY

We ensure that all parents know how to complain about any action within the setting, which may include an allegation of abuse.

We follow the guidance of the local Safeguarding Children committee when responding to any complaint that a member of staff or volunteer, including the Designated Officer and Management has abused a child.

We respond to any disclosure by children or staff that abuse by a person within the nursery may have taken, or is taking place, by first recording the details of any such alleged incident. We refer any such complaint immediately to the local authority's social service department to investigate. We co-operate entirely with any investigation carried out by social services in conjunction with the police.

Our policy is to suspend the member of staff on full pay for the duration of the investigation; this is not an indication of admission that the alleged incident has taken place, but is to protect the person concerned as well as children and families throughout the process.

Where a member of staff, volunteer, Designated Officer or Management is dismissed from the setting or internally disciplined because of misconduct relating to a child, we notify the Department of Health administrators so that the name may be included on the List for the Protection of Children and Vulnerable Adults.

27 “PREVENT” DUTY GUIDANCE

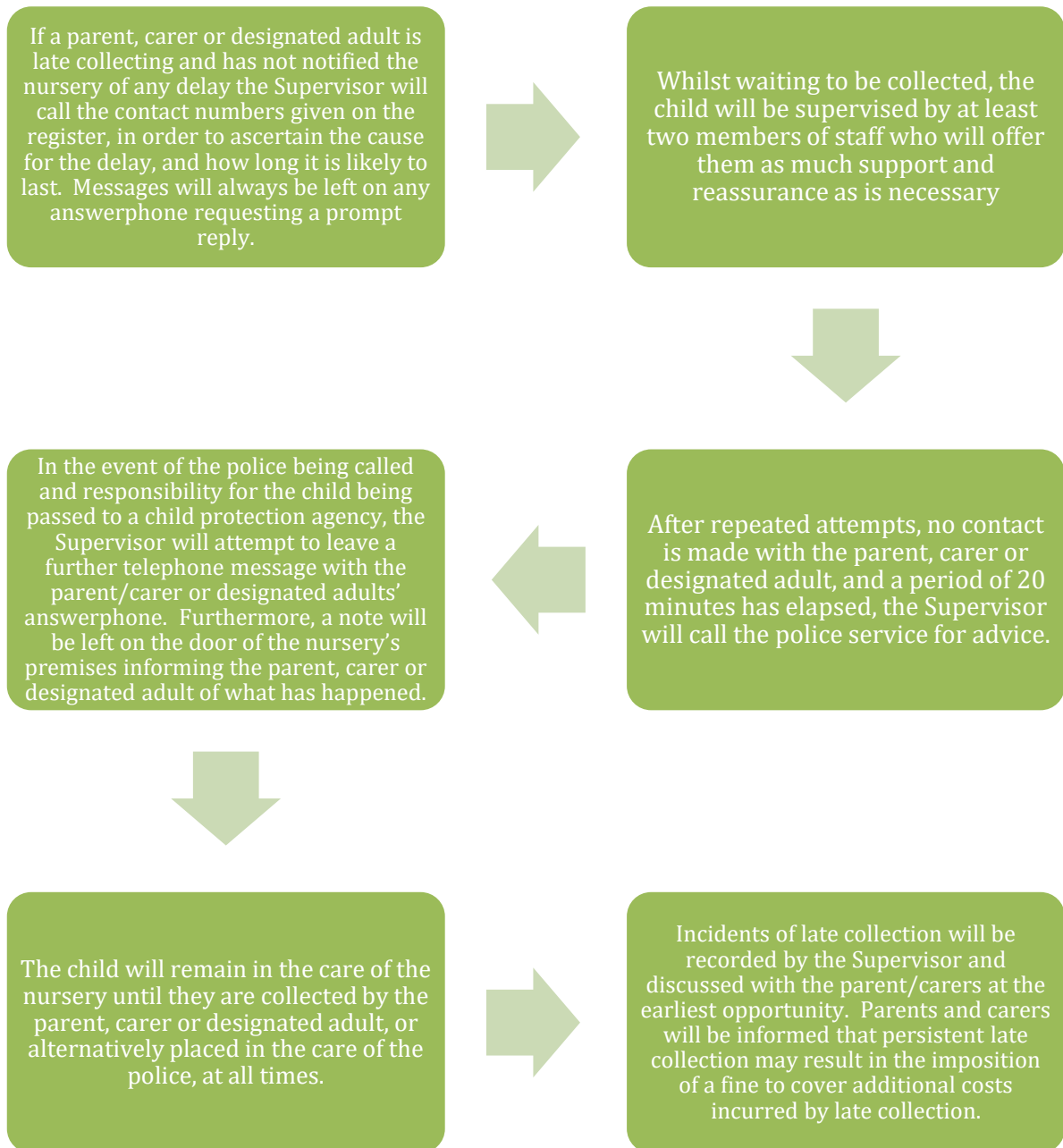
“Under the duty in the Counter-Terrorism & Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.”

Under the EYFS we focus on children’s personal, social and emotional development in an age appropriate way. We ensure children learn right from wrong, mix and share with other children and value other’s views. Know about similarities and differences between themselves and others and challenge negative attitudes and stereotypes.

28 PROCEDURE FOR UNCOLLECTED CHILDREN

Our Nursery has the highest regard for the safety of the children in our care – from the moment they arrive to the moment they leave.

At the end of every session, the nursery will ensure that all children are collected by a parent, carer or designated adult, in accordance with our procedures for the collection of children. If for some reason a child is not collected at the end of a session, the following actions will be implemented:



29 PROCEDURE FOR LOST CHILD

Should a child get lost during a Nursery session the following procedure will be carried out:



30 LOST CHILD WHEN ON AN OUTING

- 1) When a child goes missing, you must keep all children together in a safe environment.
- 2) Speak to the children. They may know where the child has gone, what he/she said to someone.
- 3) Remaining staff to carry out a quick search in the immediate vicinity, calling on help from attendants and staff of location being visited.
- 4) If the child is still missing you must contact the police and parents. Details will be required by the police of what the child was wearing, colouring, name, etc.
- 5) If the child has failed to turn up, phone parents of children with you, to arrange collection.
- 6) The police on their arrival will have a procedure to follow.
- 7) Inform Ofsted at the earliest opportunity.
- 8) Assist with any further searches, stay on site to help the police.
- 9) KEEP ALL CHILDREN REMAINING WITH YOU SAFE AND CALM.

31 POLICY ON VOLUNTEER INVOLVEMENT

Milland Valley Nursery School recognizes and values the involvement of volunteers, and accepts that volunteers have the same rights and expectations as permanent staff at the nursery.

The volunteer is covered by the Equal Opportunity policy operated within the nursery.

Any volunteer wishing to work at the nursery, will first have an interview with the leader, so that discussion can identify what the volunteer wants to do, and the skills they will bring to the service.

In view of the sensitive nature of the nursery's work with children, volunteers will have a police check carried out and to provide two referees.

So that planning is effective, the nursery and the volunteer will agree specific times and hours of work, and the duration of the involvement, if this is appropriate.

It is the policy of the nursery that all volunteers work alongside an established member of staff, in order that appropriate support and guidance is offered.

The nursery will meet all the volunteer's out of pocket expenses.

Together with permanent members of staff, all volunteers will be offered training to enhance the services offered.

Where the nursery's decisions are made, which effect the volunteer in any way, these decisions will be passed to the volunteer as soon as practical.

32 FEES POLICY

All fees become payable at the start of each half term. An invoice for your child will be submitted to you at the start of each half term, detailing number of sessions you have requested.

Government funding currently provides for a maximum 15 hours per week, for a period of 38 weeks per year.

If you paid a deposit when your child started with us, this will be refunded during the first term.

Cancellation: If you decide to remove your child from the nursery, a full half term's notice is required.

All sessions booked and confirmed will be invoiced and charged to you.

Should you wish to amend your sessions we will do our best to accommodate your changes, but this may not always be possible. Should you decide to cancel a session/s, a full half terms notice is required. Failure to give the correct notice will result in all cancelled sessions being invoiced and charged to you.:

We accept payment by cash, cheque or bank transfer

Any queries regarding the above, please speak to either Sarah or Gill.

33 TRANSITION NURSERY/SCHOOL

Parents should not feel pressurised into changing settings by either nursery or school staff.

No general guidance should be given about when the children should start school – it is the decision of the parents.

If appropriate, individual guidance may be given, when requested.

Parents need to be reassured that both settings are following the Foundation Stage Curriculum Guidance.

Whatever their decision, the parents must be reassured their child will not be missing out.

34 ANIMALS AND PETS AT NURSERY

No animals or pets are to be admitted to the nursery school unless prior agreement has been arranged.

Parents are to be advised by the topic planning sheet or separate letter when animals are being brought in to the setting.

Parents to be reassured that should they not wish their child to come into contact with the animal, separate arrangements will be made to ensure their safety and well being.

The nursery will ensure that any animals on the premises are safe to be in the proximity of children and do not pose a health risk.

Checks will be made by the nursery to ensure any child with an allergy to animals will be kept safe and well.

Any child coming into contact with animals will wash hands immediately after.

35 MEDICINES

Occasionally it may be necessary for medication to be administered during the session to enable the child to attend nursery. Some children have instructions recorded in their Healthcare Plan. If so the following procedure will be followed:

- Children's prescribed drugs are stored in their original containers, clearly labelled with the child's name and prescribed dosage, and are inaccessible to the children. No medication (except Calpol-see below) can be given without the pharmacy label intact.
- Parents give prior written instructions for the administration of medication in the medicine record book, signing the instruction.
- A member of staff will witness the above and sign the record book
- Parent/carer are then required to sign the record book at the end of the session confirming their knowledge that the medication has been administered correctly.
- The administration is recorded accurately with dosage, date, time and signature of member of staff administering the medication.
- If the administration of prescribed medication require medical knowledge, individual training is provided for the relevant member of staff by a health professional.

Calpol: If your child's temperature should reach/exceed 38.5, and we are able to contact you, we can administer Calpol, in your absence, if you are unable to get to the nursery immediately.

36 ILLNESS/SICK CHILD POLICY

Parents/carers will be asked to keep their children at home if they are unwell, and to inform the nursery school as to the nature of the illness so that other parents can be alerted as necessary.

Parents will be asked not to bring to the nursery school any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.

Staff should not attend the pre-school if they are unwell.

If a child is on prescribed medication the Medicine Policy will be followed.

If a child is taken ill during the session they will be made comfortable and the parent/carer contacted to take them home.

37 ASTHMA POLICY

All children are welcome at the nursery school including children with a pre-existing asthma diagnosis. We recognise that asthma affects many children and we will help and encourage all children to participate fully in the activities open to them, whilst recognising that cold, pollen and dust can trigger an asthma attack. The child will have a Healthcare Plan which records the details of the condition and the care required.

Reliever inhalers will be kept in named boxes on the kitchen work surface whenever the child is present in the nursery. Please note, these inhalers must be clearly labelled with the pharmacy instructions/name of child. We are unable to administer any form of medication in the absence of the pharmacy instructions.

- Please supply as much information as possible regarding your child's asthmatic condition, to assist us in recognising your child's individual needs.
- Please inform a member of staff at the start of each session if you feel that there is a likelihood of your child requiring their inhaler during the course of the session.
- Please check and sign the medication book at the end of the session .
- We will take inhalers with us when we leave the nursery for a walk.
- Please ensure that your child's inhaler is fully functioning, named, clean and in code at all times

In accordance with Asthma UK guidelines the nursery reserve the right to administer the child's inhaler to ensure the safety and well being of your child. We will inform you immediately in the event of an asthma attack.

38 EQUAL OPPORTUNITIES AND DIVERSITY POLICY

We give all children in our care the opportunity to reach their full potential. Sometimes this means adapting an activity to the child's ability and stage of development, providing additional resources or giving one child more attention and support than others during a particular activity or routine.

All children in our care are given the opportunity to play with all the toys (subject to health and safety with children under 3 years of age). No toys are just for girls or just for boys. We try to ensure the toys reflect positive images of children and people from different cultures and with different abilities. We have toys and resources that challenge stereotypical ideas on what careers are open to men and women.

No child in our care will be discriminated against in anyway, whether for their skin colour, culture, gender, ability or religion. We will challenge any remarks that we feel are inappropriate.

We encourage the children in our care to learn more about their own culture and to find out about the culture and religions of other children. We do this in a fun way through sharing books, cooking and eating food from around the world and celebrating special festivals. We provide resources such as woks and chopsticks, dressing up clothes and multicultural skin tone crayons and pencils.

We encourage the children to develop a healthy respect of each other's differences and to value everyone as an individual.

We encourage parents to share with us any festivals, special occasions or artefacts, which may enhance the children's learning and understanding.

If you have any concerns regarding this policy please discuss them with us.

39 EQUIPMENT AND RESOURCES POLICY

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

In order to achieve this aim:

- We provide play equipment and resources which are safe and – where applicable – conform to the BSEN safety standards or Toys (Safety) Regulation (1995)
- We provide a sufficient quantity of equipment and resources for the number of children.
- We provide resources which promote all areas of children’s learning and development, which may be child, or adult led.
- We select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping
- We provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children.
- We provide made, natural and recycled materials which are clean, in good condition and safe for the children to use.
- We store and display resources and equipment where children can independently choose and select them.
- We check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session. We repair and clean, or replace any unsafe, worn out, dirty or damaged equipment.
- We provide adequate insurance cover for the nursery’s resources and equipment.
- We plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources and new exciting challenges is offered.
- We provide furniture which is suitable for children and furniture which is suitable for adults.

40 PHYSICAL HANDLING POLICY

40.1 PHYSICAL HANDLING POLICY: AIMS

It is the aim of the nursery to offer children the opportunity to take responsibility for their own behaviour. This is achieved by positive modelling by all staff, a rich and varied series of learning opportunities, a consistent set of guidelines on behaviour and expectations that are to the benefit of all the children and praise.

There will be occasions when a child's behaviour necessitates intervention and this is defined as follows.

40.2 PHYSICAL HANDLING POLICY: POSITIVE HANDLING

- Giving guidance to children (such as how to hold a paintbrush)
- Providing emotional support (comforting a distressed child)
- Physical care (first aid, toileting, etc)

Our staff exercise appropriate care when using touch.

40.3 PHYSICAL HANDLING POLICY: PHYSICAL INTERVENTION

Physical intervention can include mechanical and environmental means such as stair gates, locked doors. These may be appropriate ways of ensuring a child's safety

40.4 PHYSICAL HANDLING POLICY: RESTRICTIVE PHYSICAL INTERVENTION

- Used in the context of positive behaviour management.
- In extreme circumstances only.
- Only when staff believe its use is in the child's best interests – their needs are paramount.
- To prevent an accident or injury.
- To restore safety.

Key members of staff will only use restrictive physical intervention and this is described more fully in a separate policy.

41 SECURE STORAGE, HANDLING, USE, RETENTION AND DISPOSAL OF DISCLOSURE INFORMATION POLICY

41.1 SECURE STORAGE, HANDLING, USE, RETENTION AND DISPOSAL OF DISCLOSURE INFORMATION POLICY: GENERAL PRINCIPLES

As an organisation using the Disclosure Barring Service (DBS) to help assess the suitability of applicants for positions of trust, this nursery school complies fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosure information. It also complies fully with its obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention and disposal of Disclosure information and has a written policy on these matters as follows:

41.2 SECURE STORAGE, HANDLING, USE, RETENTION AND DISPOSAL OF DISCLOSURE INFORMATION POLICY: STORAGE AND ACCESS

Disclosure information should be kept securely, in lockable, non-portable, storage containers with access strictly controlled and limited to those who are entitled to see it as part of their duties.

41.3 SECURE STORAGE, HANDLING, USE, RETENTION AND DISPOSAL OF DISCLOSURE INFORMATION POLICY: HANDLING

In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

41.4 SECURE STORAGE, HANDLING, USE, RETENTION AND DISPOSAL OF DISCLOSURE INFORMATION POLICY: USAGE

Disclosure information is only used for the specific purpose for which it was requested and for which the applicant's full consent has been given.

41.5 SECURE STORAGE, HANDLING, USE, RETENTION AND DISPOSAL OF DISCLOSURE INFORMATION

POLICY: RETENTION

Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to 6 months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep Disclosure information for longer than 6 months, we will consult the DBS about this and will give full consideration to the data protection and human rights of the individual before doing so. Throughout this time, the usual conditions regarding the safe storage and strictly controlled access will prevail.

41.6 SECURE STORAGE, HANDLING, USE, RETENTION AND DISPOSAL OF DISCLOSURE INFORMATION

POLICY: DISPOSAL

Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means, ie., by shredding, pulping or burning. While awaiting destruction, Disclosure information will not be kept in any insecure receptacle eg, waste bin or confidential waste sack). We will not keep any photocopy or other image of the Disclosure or any copy or representation of the contents of a Disclosure. However, notwithstanding the above, we may keep a record of the date of issue of a Disclosure, the name of the subject, the type of Disclosure requested, the position for which the Disclosure was requested, the unique reference number of the Disclosure and the details of the recruitment decision taken.

41.7 SECURE STORAGE, HANDLING, USE, RETENTION AND DISPOSAL OF DISCLOSURE INFORMATION

POLICY: ACTING AS AN UMBRELLA BODY

Before acting as an Umbrella Body (one which countersigns applications and receives Disclosure information on behalf of other employees or recruiting organisations), we will take all reasonable steps to satisfy ourselves that they will handle, use, store, retain and dispose of Disclosure information in full compliance with the DBS code and in full accordance with this policy. We will also ensure that any body or individual, at whose request applications for Disclosure are countersigned, has such a written policy and, if necessary, will provide a model policy for that body or individual to use or adapt for this purpose.

42 MANUAL HANDLING POLICY

42.1 MANUAL HANDLING POLICY: STATEMENT

Manual handling applies to a wide range of manual handling activities, including lifting, lowering, pushing, pulling or carrying. The load may be either inanimate - such as a box or a trolley, or animate – a child.

We aim to fulfil the requirements of Manual Handling Regulations 1992 and 2002, although it is not possible to eliminate all manual handling we recognise correct handling techniques will lessen the chances of injury occurring.

As with other health and safety issues, the most effective method of prevention is to eliminate the hazard – in this case, to remove the need to carry out hazardous manual handling. Where manual-handling tasks cannot be avoided, they must be assessed. This involves examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

42.2 MANUAL HANDLING POLICY: RESPONSIBILITIES

Day to day responsibility lies with the designated Health and Safety Officer Gillian Hall (manager). She will make sure to provide the correct equipment to support moving and handling techniques. She will carry out an assessment of main tasks, identify potential risks arising from manual handling and set clear rules in our risk assessments. She will ensure outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose. She will ensure that staff and visitors are given guidance about the safe storage, movement, lifting and erection of large pieces of equipment on induction and through training, meetings, handouts and our staff handbook.

42.3 MANUAL HANDLING POLICY: STAFF RESPONSIBILITIES

As part of a manual handling assessment all staff will take into consideration the following:

- 1) the tasks to be carried out,
- 2) the load to be moved,
- 3) the environment in which handling takes place
- 4) the capability of the individual involved in the manual handling.

42.4 MANUAL HANDLING POLICY: BASIC RULES

1. Avoid the need for hazardous manual handling, so far as reasonably practical.
2. Assess the risk of injury from any hazardous manual handling that can't be avoided
3. Reduce the risk of injury from hazardous manual handling, so far as reasonably practical, limiting the distances for carrying, making the load smaller/lighter where possible and using the proper equipment provided such as ladders, trolley etc. Not move any load unless you know the correct handling techniques or believe the load may cause you an injury.

42.5 MANUAL HANDLING POLICY: POSITION & LIFTING

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

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

Move the feet, keeping the load close to the body; Proceed carefully, making sure that you can see where you are going; Lower the load, reversing the procedure for lifting; Avoid crushing fingers or toes as you put the load down; Position and secure the load after putting it down; Report any problems immediately – for example, strains and sprains.

43 DISCIPLINARY AND GRIEVANCE PROCEDURE FOR NURSERY EMPLOYEES

43.1 DISCIPLINARY AND GRIEVANCE PROCEDURE FOR NURSERY EMPLOYEES: MINOR DISAGREEMENTS

Minor disagreements among nursery staff, or between staff and owners, can usually be resolved at the regular staff management meeting or informally by discussion.

43.2 DISCIPLINARY AND GRIEVANCE PROCEDURE FOR NURSERY EMPLOYEES: DISCIPLINARY PROCEDURE

A more serious situation arises when a dispute cannot be resolved, or when the owner is dissatisfied with the conduct or activities of an employee.

Any disciplinary matter will normally be dealt with using the following procedure. At every stage the employee should be given reasonable notice (5 days) that a disciplinary hearing is due to take place to give him/her the opportunity to prepare his/her case, and s/he should be offered the opportunity to be accompanied by a colleague or union representative if s/he so wishes. The disciplinary panel would consist of the owner of the nursery and be accompanied if possible by the employee's manager.

Verbal warning

The employee should be interviewed by the panel who will explain the complaint. The employee will be given full opportunity to state his/her case. After careful consideration by the owner, and if the warning is considered to be appropriate, the employee need to be told:

- A). what action should be taken to correct the conduct.
- B) that s/he will be given reasonable time to rectify matters.
- C) what training needs have been identified, with timescales for implementation.
- D) what mitigating circumstances have been taken into account in reaching the decision.
- E) that if s/he fails to improve then further action will be taken.
- F) that a record of the warning will be kept.
- G) that s/he may appeal against the decision within a limited time period (5 days).

Formal written warning

If the employee fails to correct his/her conduct and further action is necessary, or if the original offence is considered too serious to warrant an initial oral warning: The employee will be interviewed and given the opportunity to state his/her case. (Reasonable time must be allowed for the employee to prepare his/her case.) If a further formal warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee. The letter will:

- A) contain a clear reprimand and the reasons for it.
- B) explain what corrective action is required and what reasonable time is given for improvement.
- C) state what training needs have been identified, with timescales for implementation.
- D) make clear what mitigating circumstances have been taken into account in reaching the decision.
- E) warn that failure to improve will result in further disciplinary action which could result in a final written warning and, if unheeded, ultimately to dismissal with appropriate notice.
- F) explain that s/he has a right to appeal against the decision.

Final written warning

If the employee fails to correct his/her conduct and further action is necessary, or if the original offence is considered too serious to warrant any initial warnings. The employee will be interviewed and given the opportunity to state his/her case. (Reasonable time must be allowed for the employee to prepare their case.) If a final warning is considered to be appropriate, this will be explained to the employee and a letter confirming this decision will be sent to the employee. The letter will:

- A) contain a clear reprimand and the reasons for it.
- B) explain what corrective action is required and what reasonable time is given for improvement
- C) state what training needs have been identified, with timescales for implementation
- D) make clear what mitigating circumstances have been taken into account in reaching the decision.
- E) warn that failure to improve will result in further disciplinary action which could result in dismissal
- F) explain that s/he has a right to appeal against the decision.

Dismissal

If the employee still fails to correct his/her conduct, then: The employee will be interviewed as before, If the decision is to dismiss, the employee will be given notice of dismissal, stating the reasons for dismissal and giving details of the right to appeal.

If progress is satisfactory within the time given to rectify matters, the record of warnings in the individual's file will be destroyed.

Suspension

If the circumstances appear to warrant instant dismissal, an employee may be suspended with pay while investigations are being made. These should consist of obtaining written statements from all witnesses to the disciplinary incident, and from the employee who is being disciplined. Obviously these investigations should be carried out within as short a time as possible.

Instant dismissal is possible only in extreme circumstances of gross misconduct. Examples of such misconduct would be:

- Theft or fraud
- Ill-treatment of children
- Assault
- Malicious damage
- Gross carelessness which threatens the health and safety of others.
- Being unfit through use of drugs or alcohol

Otherwise, an employee should not be dismissed without appropriate warnings.

Grievance procedure

If an employee is dissatisfied s/he must have the opportunity for prompt discussion with her/his immediate supervisor. For the supervisor of a pre-school this would normally be the manager/owner. For the other pre-school staff it would be the pre-school leader. If the grievance persists, a management panel should be set up for the purpose of further discussion, at which the employee may, if s/he wishes, be accompanied by a colleague.

There must be a right of appeal, to the owner of the pre-school. At this level also, the employee's colleague or trade union official may be present.

The aim of the above procedure is to settle the grievance fairly and as near as possible to the point of origin. It is intended to be simple and rapid in operation.

Appeals

At each stage of the disciplinary procedure the employee must be told s/he has the right to appeal against any disciplinary action, and that the appeal must be made in writing to the nursery owner within five days of a disciplinary interview. The appeal hearing should be heard, if possible, within 10 days of receipt of the appeal. The manager, other than those involved in the earlier disciplinary stages should hear the appeal if at all possible. If this is not possible, the appeal group may consist of the same people as the original panel, and they must make every effort to hear the appeal as impartially as possible. The employee may take a colleague or trade union official to speak for her/him.

1. The employee will explain why s/he is dissatisfied and may be asked questions.
2. The leader, owner, manager will be asked to put their point of view and may be asked questions.
3. Witnesses may be heard and may be questioned by the appeals committee and by the employee and the leader, owner, or manager.
4. The committee will consider the matter and make known its decision.

A written record of the meeting will be kept.

44 REPORTING OF INJURIES, DISEASES AND DANGEROUS OCCURENCES REGULATIONS (RIDDOR) 1995 POLICY

RIDDOR is the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 and reinforced from 1st October 2013. These Regulations require nursery's employers and those in control of premises to report specified workplace incidents. The nursery needs to report any work-related deaths, certain work-related injuries, cases of disease and near misses for employees at work.

The main 2013 changes are to simplify the reporting requirements in the following areas:

- the classification of 'major injuries' to workers is being replaced with a shorter list of 'specified injuries'

- the existing schedule detailing 47 types of industrial disease is being replaced with eight categories of reportable work-related illness
- fewer types of 'dangerous occurrence' require reporting

There are no significant changes to the reporting requirements for: fatal accidents, accidents to non-workers (members of the public), accidents which result in the incapacitation of a worker for more than seven days. Recording requirements will remain broadly unchanged, including the requirement to record accidents resulting in the incapacitation of a worker for more than three days.

The list of 'specified injuries' in RIDDOR 2013 replaces the previous list of 'major injuries' in RIDDOR 1995. Specified injuries are:

- fractures, other than to fingers, thumbs and toes
- amputations
- any injury likely to lead to permanent loss of sight or reduction in sight
- any crush injury to the head or torso causing damage to the brain or internal organs
- serious burns (including scalding) which: covers more than 10% of the body, causes significant damage to the eyes, respiratory system or other vital organs
- any scalping requiring hospital treatment
- any loss of consciousness caused by head injury or asphyxia
- any other injury arising from working in an enclosed space which: leads to hypothermia or heat-induced illness requires resuscitation or admittance to hospital for more than 24 hours

45 WHISTLEBLOWING POLICY

Employees are often the first to realise that there may be something wrong within their setting. However, they may not express their growing concerns because they feel that speaking up would be disloyal to their colleagues or they may also fear harassment or victimisation. In these circumstances, it may be easier to ignore the concern rather than report what may be just suspicion of malpractice and wrongdoing at work.

Our Nursery is committed to the highest possible standards of openness and accountability. In line with this commitment, we encourage employees and others with genuine concerns about any person linked with the setting and/or others (e.g. parents/carers) to come forward and voice those concerns.

This policy document makes it clear that employees, parents/carers and others can do so without fear or reprisals. The Whistleblowing Policy is intended to encourage and enable employees and others to raise such concerns within the Nursery rather than overlooking the problem. It also allows employees, parents/carers and outside agencies to raise concerns about the Management and Staff of the Nursery.

This policy aims to provide avenues for you to raise genuine concerns and receive feedback on any action taken and allow you to take the matter further if you are dissatisfied with the outcome or response. Our nursery is reassuring you that steps will be taken to protect you from reprisals or victimisation for whistleblowing in good faith. There are existing procedures in place to enable you to lodge a grievance relating to staff's own employment, Parent/Carer concerns or complaints, and issues raised by outside agencies. This Whistleblowing policy is intended to cover genuine concerns that fall outside the scope of other procedures. That concern may be about something that is against the policies and procedures of the nursery (i.e. below established standards of practice; improper conduct; Health and Safety risks for both children and adults).

Our nursery will do its best to protect your identity when you raise a concern. However, it must be appreciated that, in the interests of natural justice, any investigation process may reveal the source of the information and a statement by you may be required as part of the evidence.

You are strongly encouraged to put your name to any allegation. Concerns expressed anonymously are much less powerful. The following factors will be taken into account when considering how to deal with any allegations:

- The seriousness of the issues raised;
- The credibility of the allegation;
- The likelihood of confirming the allegation from attributable sources.

45.1 WHISTLEBLOWING POLICY: HOW TO RAISE A CONCERN (FOR EMPLOYEES)

As a first step, you should normally raise concerns with your Senior Management This depends, however, on the seriousness and sensitivity of the issues involved and who you think may be involved in the

malpractice. For example, if you believe that your Senior Management may be involved, you should approach the Nursery's owners. If you suspect one of the owner may be related to the issue you should contact relevant Childcare Officer attached to the setting. You can also contact the Social Services Referrals Department for advice and assistance.

Concerns are better raised in writing. You are advised to set out background and history of your concerns, giving names, dates and places, where possible, and the reason why you are particularly concerned about the situation.

Although you are not expected to prove the truth of an allegation, you will need to demonstrate to the person contacted that there are sufficient grounds for initial enquiries to be made.

45.2 WHISTLEBLOWING POLICY: HOW THE NURSERY WILL RESPOND

The action taken by the nursery will depend on the nature of the concern. The matters raised may: Be investigated internally; Be referred to the Police or Allegations referred directly to the Childcare Officer or Social Services will be dealt with in accordance with their policies and procedures.

Any person who is the subject of an allegation should, at the appropriate times be given details of the allegation in order to respond. In order to protect individuals, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. Concerns or allegations that fall within the scope of specific procedures (e.g. Safeguarding or discrimination issues) will normally be referred for consideration under those procedures. Some concerns may be resolved by agreed action without the need for an investigation.

46 ACCEPTABLE USE POLICY

USE OF TABLETS, LAPTOPS, HOME COMPUTERS, MOBILE PHONES AND WEARABLE TECHNOLOGY

The setting uses tablets to instigate the use of the online journal system 'Tapestry'. The Tapestry system is a secure approved online site for retaining the EYFS journals. The tablets belong to and remain the property of MVNS and shall be returned to MVNS in the event of termination of employment. If stolen or lost Sarah Marston or Gillian Hall should be informed immediately. These tablets to be stored securely when the setting is not operating.

Safe and appropriate use of personal devices, wearable technology, mobile phones and cameras is ensured at all times.

Nursery email (official setting email), mobile phone to be used.

Managers statement:

Tablets and phones are used during the setting open times. These tablets are used to monitor childrens development and provide evidence on their Learning Journals. We currently have six tablets, one Nursery phone. Once stored on journals, photos are deleted from each device on a regular basis. No photos are kept on the phone. Devices are kept in a locked cupboard when the setting is closed. Should it be necessary for a device to be removed from the setting, the member of staff will be responsible for its safe and secure storage until it is returned, reporting immediately if there is a possibility the device has been used inappropriately or not in an authorized manner.

Only staff to download apps once they have been checked and deemed suitable for the age group. All websites checked by staff prior to children viewing sites.

Children to be fully supervised during their time spent using the device. Timed and monitored.

General

- Personal devices are to be used for nursery use only.
- No information about children on the tablet, or in the tapestry system should be shown to anyone other than authorised staff
- Only information about a parents own child should be shown to the parent of that child
- Tablets are not to be taken into the toilet area
- Tablets should not be left anywhere unattended or left in cars

Data

- All learning style apps should be checked before using with the children to ensure appropriate content.
- No information should be shown to the children from websites or social media
- No data on the children from the tablet may be shown to anyone or any information shared through sites such as facebook, youtube or twitter etc

Photographs

- The tablets provided have the function to take photos and videos, all photos taken on the tablet should be transferred to the tapestry system as soon as possible and deleted from the memory of the tablets
- No photos or videos of children should be shown to anyone other than authorised staff.

Passwords

- No passwords to be saved on the tablet, or laptops (mobile devices)
- Passwords are not to be given out to anyone.
- All parents are provided with own passwords.
- Passwords should be changed at a regular interval
- Sarah or Gill should be informed if any passwords that have been compromised.
- Any passwords for Tapestry on a home computer should not be saved if the home system is not secure.

47 NAPPY CHANGE POLICY

47.1 NAPPY CHANGE POLICY: AIMS

Our nursery's aim is to minimise the spread and risks of infectious diseases between children and staff by ensuring changing and disposal of nappies is conducted in an efficient way according to recommended guidelines.

47.2 NAPPY CHANGE POLICY: OUR PRACTICE

In majority of cases, children must be changed on the nappy change table found in the main bathroom of the hall.

Members of the staff are to ensure that they have the child's belongings from child's bag on hand before placing child on nappy change table.

Child on nappy change table is to be supervised at all times and never left alone.

Disposable gloves are to be worn for all nappy changes.

Extra care should be taken for pregnant women when changing children's nappies.

7.1 NAPPY CHANGE POLICY: CHANGING

Soiled Nappies

1. Wash hands.
2. Disposable gloves are to be worn.
3. Remove nappy.
4. Place disposable nappy in plastic bag for disposal.
5. Place soiled cloth nappy or soiled clothing in plastic bag.
6. Clean bottom with disposable wipes provided and place in plastic bag.
7. Remove gloves by peeling from the wrist down and place them into plastic bag. Seal bag.
8. Put on clean nappy and dress child in appropriate clothing.
9. Remove child from the change table.
10. Wash child's hands, at the sink or with a clean washer.
11. Place nappy in appropriate rubbish bin.
12. Disinfect the change table.
13. Wash hands.

Wet Nappies

1. Wash hands.
2. Gloves to be worn.
3. Remove wet nappy.
4. Clean bottom with wipes.
5. Disposable nappies are to be folded securely and placed in the nappy bag.
6. Place clean nappy on child.
7. Remove child from change table.
8. Wash child's hand at the sink or with a clean washer.
9. The nappy bag to be placed in the child's tray.
10. Wash hands

Cleaning change table after each nappy change

1. Spray nappy change table with antibacterial spray.
2. Wipe table with paper towel.
3. Wash hands.

Cleaning Bathroom

1. Nappy change table and door handles are to be wiped with antibacterial spray at the end of each session.
2. Sinks, taps and other handle are to be cleaned with antibacterial spray at the end of each session.
3. If a child has diarrhoea the nappy change area is cleaned as detailed previously.
4. Potties are to be rinsed after each use.
5. Potties/toilet are to be sprayed with antibacterial spray and wiped with paper towel at the end of each session.
6. Wash hands.

On the completion of nappy change the staff need to fill in the details in the daily file and put in the child's tray a slip of paper with date, time, soiled/wet nappy information in order to acknowledge the parent.

MILLAND VALLEY NURSERY SCHOOL

GENERAL DATA PROTECTION REGULATIONS 2018 (DPA 18) – DATA PROTECTION PROCEDURE

The Purpose of this Procedure

This document describes the rights of all the families and staff who have access to any of the facilities at Milland Nursery School and also the obligations of the Management and staff who collect and store personal data (as necessary) for the Nursery, as described in the provisions of the General Data Protection Regulations ("GDPR").

The procedure explains:

- what data are collected,
- how data are stored securely,
- the right of access and to review personal data held by the Nursery,
- the right of rectification to change or remove data,
- the obligations of the Nursery to destroy data when it is no longer relevant, and
- to ensure that the Management and staff understand the obligations placed upon them by GDPR.

Data Controller

For the purposes of the General Data Protection Regulation ("GDPR") and UK data protection laws, the Data Controller is Milland Valley Nursery School, Memorial Village Hall, Iping Road, MILLAND GU30 7NA. Any issues for the Data Controller may be raised with the Management of the Nursery.

The Data Controller may only collect personal data relevant for lawful purposes of the Nursery's affairs and, where the data are sufficient and adequate, is not excessive and is kept accurate and up to date.

The Nursery collects personal data for use by the Data Controller for the purposes of managing the affairs of the Nursery.

The duties of the Data Controller will be addressed regularly to monitor adherence to this procedure. Without limiting the scope of such reviews the Nursery will review the security of data handled by them. The Data Controller will check that users understand their rights, monitor any requests for corrections or erasure and remove records of non-active families within the time frame allowed.

If you require at any time that your records are removed completely, you have a legal right of erasure, in accordance with the time frame put upon the Nursery by Ofsted and other organising bodies. Please contact the Data Controller who will advise how this should be done.

What Data are Collected and How it Used?

Your data will be collected when you apply to join the Nursery School. Data may also be received from an external source (itself compliant with GDPR) such as other Nursery Schools, West Sussex Early Years.

We collect your information, including your name, address, telephone number and e-mail address to enable the Management to manage the services provided by the Nursery School and to keep you informed regarding activities that we think may be of interest to you.

By providing the Nursery with personal data you are giving consent for it to be stored and processed as described herein. If you wish to limit the storage or use of information that you have provided you are required to make that known to the Data Controller.

We do not store bank details of any of our Users.

We may also collect data about health and/or medical conditions, where appropriate to a Nursery activity if you choose to volunteer such information.

Personal data necessary for the proper management of the Nursery and child's welfare can be made available to West Sussex Early Years and other professional bodies – with your consent and full knowledge in accordance with GDPR.

No personal data are made available to any organisation for the purposes of selling or marketing any product.

The Data Controller has a duty to ensure that each member of staff of the Nursery is aware of a duty of care to keep data secure when corresponding with users of the Nursery's facilities. We currently send out round robin emails and newsletters to all families. If you would like your details kept hidden from all recipients, then it is necessary for you to notify the Nursery who will enter your name as "BCC". Same restrictions would apply to text messages.

The Data Controller has a duty to ensure that Management and Staff keep any personal data of a domestic nature separate from the personal data held by the Nursery.

We use a platform called Tapestry to store and process data for your child's journal.

Below is a section of their GDPR statement/Contract between Milland Valley Nursery School and Tapestry, explaining their position regarding your data that we have submitted.

- ..."Tapestry only does what you tell it. We do not do any processing that you do not tell us to do. To be absolutely clear: we don't license or claim ownership of your data; we don't sell your data; we don't use your data for advertising; we don't pass on your data except when you instruct us to. You can add users to Tapestry who, depending on the level of access you give them, can then also instruct Tapestry. You can adjust what data those users see and what they can do with the data. People whose data you have added to Tapestry have a right to restrict processing." ...