**POLICIES & PROCEDURES**

This handbook contains all of the policies and procedures adopted by the Nursery in relation to the care and education of the children within the setting.

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**OUR VISION**

**Our aim is to be a centre of excellence, providing a safe, caring and stimulating environment with a rich, broad and balanced curriculum where children can reach their full potential and grow at their individual level. We want to challenge and support children and show them the magic and wonder in the world around them whilst teaching skills for life and preparing them for school.**

**AIMS & OBJECTIVES**

* To provide a safe, caring, inclusive and diverse, free flow environment
* To provide dedicated, caring staff who build secure bonds with children and families
* To support children and families through strong pastoral care and holistic family centred approach
* To work in partnership with parents and use their knowledge to support children’s learning and development.
* To provide children with opportunities to meet and socialise with other children and adults and learn to work in harmony with others.
* To provide rich and broad learning opportunities based on the EYFS (Early Years Foundation Stage) alongside quality resources both inside and out
* To provide a challenging and stimulating curriculum that can be adapted to the needs of the group.
* To respect children as individuals, supporting them to build on what they already know and can do with caring adults close by for support
* Ensure children gain new experiences outside their own immediate family and learn the joy of discovery and wonder of the world
* To provide opportunities that encourage children to feel confident about who they are and help them recognise who they want to be, knowing their place in the world
* To support and encourage children in all areas of learning and development as well as teach independence and key skills for life
* To establish a child’s unique starting point, then monitor and plan for their growth
* To work alongside other healthcare professionals to best support children’s needs and learning differences.
* To ensure safeguarding policies and procedures are strictly upheld and enforce the message that ‘safeguarding is everyone’s responsibility.’
* To maintain the required adult to child ratios during all activities
* To prepare children for school or their next setting

**STATEMENT OF EDUCATIONAL INTENT**

At Whytebeams we work within the guidance of the Early Years Foundation Stage ( EYFS) and use the guidance ‘Birth to 5 Matters’ and ‘Development Matters’ to help children progress from their starting points, work towards and reach the expected milestones as well as reach their full individual potential. In addition, we teach children skills for life, such as safety, confidence and independence. We know that parents and carers have the most knowledge and understanding of their children. By sharing this knowledge, this enables us to build on previous experiences and plan for children’s future development. As such we welcome and value a strong partnership with parents and carers.

**We support all children’s education at Whytebeams by:**

* Spending quality time with children in a variety of scenarios, getting to know them well and building bonds that encourage trust and a feeling of safety.
* Helping children develop self-esteem and confidence, ensuring that they have a strong sense of belonging where every child is valued and respected.
* Encouraging parental input by building a positive partnership with parents/carers.
* Planning and providing a rich and varied play-based curriculum, which encourages curiosity and provides challenges.
* Providing comprehensive planning based on the needs of children and the goals of the Early Years Foundation Stage guidance, ensuring the curriculum meets every child’s individual needs.
* Developing children’s communication skills so they gain independence and learn to express their thoughts and feelings appropriately.
* Providing opportunities for children to think critically and be active and creative learners
* Enabling children to build on their abilities and skills, and provide opportunities to extend or support learning, so children can achieve beyond what is expected.
* Providing a comprehensive range of resources that provide learning opportunities in all areas of the Early Years Foundation Stage and reflect a positive awareness of diversity.
* Having a flexible approach so learning can be easily adapted to meet children’s individual needs, allowing all to participate.
* Providing a balance of adult led and free choice, child-initiated activities delivered through indoor and outdoor play.
* Providing opportunities for children to develop and use their home language in play and learning.
* Valuing linguistic diversity and respecting each child’s cultural background.
* Assessing and reviewing the curriculum and planning to ensure we are reaching our goals.

**The EYFS (Early Years Foundation Stage)**

We work closely within the framework of the Early Years Foundation Stage Curriculum and its four guiding principles shape our practice.

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning & Development

More information can be found at

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf>

We also use the non-statutory guidance documents ‘Birth to 5 Matters’ and ‘Development Matters’ to support children’s learning and development and make assessments.

**The EYFS has seven areas of learning and Characteristics of Effective Learning which continue through to reception class at Primary School. These are incorporated into our curriculum.**

**The 3 prime areas include:**

1. Personal, Social and Emotional Development.
2. Communication and Language.
3. Physical Development.

**The four specific areas are:**

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

**The Characteristics of Effective Learning**

* Playing and exploring
* Active learning
* Creating and thinking critically.

**The Seven Areas Of Learning Through a Child’s Eyes**

**Personal, Social and Emotional**

To feel safe and secure, happily greet and interact with others, sharing thoughts and resources. To be confident, try and persist. To know and value myself and begin to understand others by making good friendships cooperating and resolving conflict with adult support. To manage my personal needs independently, eat healthily and know how to look after my body and keep safe.

**Communication and Language**

To chat happily or communicate in non-verbal ways in every day play and group sessions. To be able to follow instructions, concentrate, think about and extend ideas, sharing them with others. To absorb a language rich environment with back-and-forth interactions, reading frequently and engaging in stories, poems and rhymes. Being able to answer questions and elaborate on stories. To develop a rich range of vocabulary and language structure.

**Physical Development**

To become a safe and confident ‘Risk Taker’  and sensory explorer, developing body strength through a wide range of movements and equipment. To develop coordination, spatial awareness, balance, stability and agility in gross motor skill. To develop control, precision and good hand eye coordination in mark making, writing and fine motor skills. To enjoy building, creating, digging, completing puzzles, using small tools, and larger equipment such as swings, slides, bikes and scooters.

**Literacy**

*Reading* - To develop a love of reading, enjoying books, rhymes, songs and poems. To learn about myself and the world around me through books, be able to turn pages, describe the characters, scenes and outcomes or to predict what might happen. Later, to be able to recognise some letters and symbols in my environment.

*Writing* - To be confident in pre-writing, enjoying mark making and developing a good grip. To become a ‘good listener who understands, remembers, sequences and creates sounds in every day play and later use these skills to begin early writing and begin to write my own name.

**Maths**

To develop good mathematical knowledge and language in everyday play. To be able to count confidently up to 10 and later beyond. To recognise patterns within those numbers, recognising and counting marks and objects up to 5, measuring and comparing everyday objects. To begin to know the basics of adding and subtracting and concepts such as bigger, smaller, under and on. To have a sense of space, shape and measure, spot connections and patterns and share my findings.

**Understanding the World**

To become a keen explorer who investigates and challenges with an inquisitive mind using a wide range of vocabulary, tools and resources. To observe, remember, explain, predict and not be afraid to try. To be able to cope and bounce back if it doesn’t work and try again. To learn about my community, the wider wonderful world, and the people in it. To know my place in the world and celebrate festivals and traditions.

**Expressive Arts and Design**

To express myself in a variety of expressive ways, using a wide range of media, materials, ideas, experiences to make artistic creations. To develop an artistic and cultural awareness that will support my imagination and creativity. To engage in role play and small world play. To experience music and movement, recognise rhythm, and begin to play musical instruments loudly, softly, slowly, fast. To develop a love of dance through musical theatre.

**Whytebeams Wishes For Children**

In addition to the statutory and non-statutory guidance, our staff have together created the core value and skills we wish all children to have and experience during their time with us. These include ;

Feeling safe, supported and settled, having a good level of emotional and physical well-being, happiness, being able to listen, gain independence and self-confidence, having a sense of self and being able to use their own voice, knowing our rules and boundaries, using good manners, sharing, showing kindness and respect towards others, accepting difference in our world, building and managing friendships, cope with and manage conflict, dressing and undressing independently, resilience, being willing to have a go, assess and take risks, deal with disappointment, celebrate success, show spirit, be able to solve problems, find patterns and make links, show pride in their achievements and celebrate success.

**OFSTED**

We are registered with OFSTED and work with their guidance. Our report can be viewed online at

<https://reports.ofsted.gov.uk/> We are proud to have been awarded ‘Outstanding’ in our 2009, 2016 and 2020 inspections.

**HOW WE ACHIEVE OUR AIMS**

We use OFSTED’s cycle ‘INTENT, IMPLEMENT, IMPACT’

**INTENT -** What outcomes do we want for children?

At Whytebeams we want every child to reach their individual potential and make good progress from their starting point through our learning environment and curriculum. Ideally and where appropriate we also want children to attain the skills within their age range in Birth to 5 Matters and Development Matters guidance. All children are unique and develop at different levels. Where children do not progress as expected we try to identify why this might be and provide individual support to the child and family. Where children are above their expected level of development, we provide extra challenges for them at an individual level.

In addition to the EYFS learning areas, Whytebeams staff have together created ‘Whytebeams Wishes’ as above, which are the core values and skills we want children to gain during their time with us and to prepare them for school and modern life today. This ensures a comprehensive and well-rounded approach to children’s learning. We place emphasis on a child’s PSE – Personal, Social and Emotional wellbeing. This is at the centre of all we do as we see this as the foundation of children’s success.

**IMPLEMENT** – How we put this into practice and how we are going to teach our children *- Pedagogy*

We create a curriculum that aims to teach children our core values and skills within the 7 areas of learning in the EYFS. We provide an enabling environment with resources, routines, and activities with dedicated,

caring staff to enable this.

**Enabling Environment and Routines**

Our daily routine provides a wonderful mix of adult lead and child lead activities which encourage children to be independent and develop their own thinking. Play takes place inside and outside and children have a choice but also learn when routine is necessary. Group activities such as registration, circle time, snack time, lunchtime and going home time allow children to learn our routines and boundaries, to sit and listen to others, take turns and develop a sense of belonging. Our unique maths and literacy sessions allow children to absorb and build essential knowledge through active learning. Our free flow environment and wide range of child lead activities allow children the freedom to make choices, self-select resources and explore at their own level providing a winning combination.

**Positive Relationships and Modelling Behaviour**

Staff will implement learning by providing a safe and secure environment and build warm, caring, positive relationships with children. This enables our staff to know and understand children well, support their individual needs and plan for their development. Staff will model positive behaviour and use a wide range of language to help children learn what is expected.

**Curriculum, Planning Learning & Language**

Staff will plan and deliver a rich and imaginative curriculum that is tiered, balanced and broad. Each year we create an annual planner with fun, interesting, and relevant Staff take turns in pairs to plan for the 2 week period and create activities that will teach all 7 areas of learning as well as our core skills and values and any special events and celebrations. Planning is also linked to children’s interests. The focus of each and every activity will be on early language where staff will model language, provide a narrative and encourage children to speak and participate.

This method allows children weekly access to all areas of learning. At the end of the 2 weeks staff will reflect on the effectiveness of their planning, their success or how activities can be improved to help us better our practice.

**IMPACT**

We assess the effectiveness of our curriculum by regularly monitoring the children’s development and progress and reflecting on how each planning period or activity went. Staff will observe children during activities, learn what they can do and build on this by encouraging them to develop their thinking and learning. This will happen in our daily routine and activities, during small group work, circle time and dedicated key worker time. At regular intervals staff will evaluate progress and assess whether the children are where they expect them to be for their age and respond accordingly. All children are unique and will be treated equally, and as individuals.

Staff will discuss children’s progress with a manager during regular supervision and as required. Our management team monitor individual children’s progress as well as by cohort/year group and the group as a whole. Together the team will ensure that all children’s needs are met. Our reflective practice allows us to evaluate the impact of our curriculum, celebrate its successes and make changes where needed to ensure best practice.

**OBSERVATION, ASSESSMENT & PLANNING POLICY**

To support each child’s individual learning, we have a process of

Each term we follow a pattern of Observation Assessment and Planning. During a child’s first month with us we establish their development starting point (base line assessment). Staff do this by spending quality time with their key children and observing them in the learning environment then using the *Birth to 5*

*Matters* guidance to determine which development stage the child is at upon entry. We also create our own unique **Development Tree** which shows children’s stage of learning and progress against the Birth To 5 Matters Guidance.

Our tiered learning environment and curriculum should then support children to make progress at their own level as they pick up skills and gain new experiences. Staff will support children and build on their strengths whilst identifying areas to work towards until the next observation period begins. Then children’s development will be assessed again to gain perspective on their progress.

Observation and Assessment happens at key stages through the term in the months of September, December, March and June. Observations and assessments are sent to parents via Tapestry at the end of these months along with a Development Tree (unique to Whytebeams) which shows the age range their child is currently at and as time passes, their growth.

**What happens when children aren’t making expected progress?**

If children haven’t made the progress usually expected, then extra support may be given within the nursery day and reasonable adjustments will be made. This may include small group work, short 1-1 time with an adult where ratios allow, or alternate resources matched to the child’s ability. If this has no positive impact, then we may ask to speak with you and invite you to speak with our Special Educational Needs Coordinators (SENCO’s). A support plan or SEND file may be created and shared with you to best support your child.

**What happens when children exceed expectations?**

If children are making progress beyond that which is expected, then opportunities will be provided to challenge and stretch them at their individual level through small group work, short 1-1 time with an adult or by extending the goals of regular activities.

**2 Year Old Progress check**

At around 27 months and before 36 months, we are required to make a statutory assessment of children’s development if this hasn’t already been done by your health visitor. We may ask to see your child’s red NHS healthcare book if your child joins us before they turn 3 to see if this has been done. We may also ask permission to speak to your health visiting team too as best practice and a good working partnership. Your child’s progress check will be completed by their keyworker and uploaded to Tapestry.

**TAPESTRY**

We use a software package called TAPESTRY which allows us to generate a secure online record of your child’s Learning Journey. This includes observations, notes, photographs, assessments and celebrations, sharing what we are working towards with your child too. Each time additions are made to the Learning Journey, they are sent by email to parents for a live update. Parents can expect a weekly update and 4 in depth long observations as well as special observations such as a child’s first lunch or birthday. Parents and carers can view their child’s records online and in real time as well as contribute to it, making sharing information easier and more holistic. When a child leaves Whytebeams parents are sent a link to download the journey and keep. It will also be forwarded to the next setting or school if they use TAPESTRY.

Tapestry Journals can only be accessed by staff and parents who have given us permission to create an account using their email. All information collected via Tapestry will be confidential in the workplace and may be shared with other professionals in the child’s life or their next school or setting for the purpose of best supporting their development and learning. Any information given to the setting by parents or outside agencies will be shared with other staff members on a need – to - know basis.

In addition to the online TAPESTRY record, each child has a small paperwork file comprising of their enrolment form, permissions form, general welfare log, comments from parents, carers and other professionals. These are available for parents to view at any time. They are kept securely in accordance with our privacy policy and GDPR regulations. Parents may ask to see these at any time. It is our statutory duty of the EYFS to pass a child’s record on to the next setting.

**TAPESTRY SECURITY**

The data is saved in a Cloud server to keep the information safe.  No information gathered is stored on the iPad or laptops we use. All our iPads and laptops are password protected and have an auto lock activated. iPads and laptops are kept in a locked cupboard when the setting is closed. The system is only accessible only to staff members via a secure login and password. Parents create their own secure login and password via TAPESTRY which is for their sole use and must not be shared with anyone else. Learning Journeys are confidential within the staff group and are always available for the parent or child. We ask that photos you receive via TAPESTRY are not saved to parent’s phones or tablets and must never be put on any social media sites for the safeguarding of all children.

**Our Partnership with Parents**

We recognise that parents are the prime educators of their children, and as such value and seek to build an honest positive partnership. We work actively to build and maintain good relationships between ourselves and parents and carers by;

* Getting to know you before our child starts through a visit and settling in sessions.
* Keeping parents informed about the care provided and the well-being and progress of their child.
* Communicating with parents and carers regularly, via Tapestry and holding parental meetings.
* Respecting and acknowledging each family’s background, culture and unique circumstances.
* Encouraging parents & carers to communicate with staff members and to approach them with any concerns in relation to the health, safety or welfare of their child and vice versa.
* Assuring parents and carers that staff will do their best to find a suitable solution to any situation that may arise.
* Be alert to and keep parents and carers informed of any safeguarding and welfare concerns we may have and any action being proposed, unless doing so would put a child at risk (as stated in our Safeguarding Policy).

**Art and Craft Work**

Children have the opportunity to create their own spontaneous art work and are also guided to create something with a learning intention. Art activities may be group led, by choice in free flow or individual activities with an 1-1 adult. Children's artwork is valued displayed around the Nursery where possible for the children, parents and staff to look at. Work is usually sent home the same day and is sometimes kept back for special occasions such as our end of term shows to adorn the walls. We aim for the children to identify and value their own work and creations and we encourage them to be valued and displayed at home too so children can feel proud and reflect and revisit their learning experiences.

**PRIVACY NOTICE AND DATA PROTECTION**

**Introduction**

Whytebeams Nursery is registered with the UK Information Commissioners Office (ICO) reference number Z7870795. Whytebeams Nursery is the Data Controller for the purposes of the Data Protection Act. Personal data is protected in accordance with data protection laws and used in line with your expectations. This privacy notice explains what personal data we collect, why we collect it, how we use it, the control you have over your personal data and the procedures we have in place to protect it. When we refer to “we”, “us” or “our”, we mean Whytebeams.

**Why we collect personal data and the legal basis for handling your data**

The lawful basis on which we use this information: as reflected in Article 6 of the General Data Protection Regulation May 2018 which states ‘Processing shall be lawful only if and to the extent that processing is necessary for compliance with a legal obligation to which the controller is subject.’

* Pupil data is collected, stored and may be shared on a statutory basis as required by our local authority under the Education Act 1996. This is a **‘Legal Obligation’**
* Pupil data collected on a voluntary basis and the legal basis for this is **‘consent.’**
* For children with a specific medical condition we collect, keep and share data on the legal basis that it is part of our **‘contract.’**
* We use parents’ email addresses to send invoices and important communications to them by email. The legal basis for this is that it is part of our ‘**contract.’**

We use personal data about you and your child in order to provide childcare and early education services and to fulfil the contractual arrangement you have entered into. This includes using your data in the following ways:

* to meet your child’s needs and support their wellbeing and development
* to effectively manage any special education, health or medical needs of children in our care.
* to carry out regular assessment of your child’s progress and to identify any areas of concern
* to monitor and report on children’s progress
* to contact you or another named person in the case of an emergency
* to process your claim for free childcare and early education, if applicable
* to send you information, emails, invoices and updates and respond to any questions you ask
* To ensure parent access to Tapestry
* To comply with our safeguarding duties.
* To assess the quality of our services and to enable us to raise standards.
* To comply with the law regarding data sharing.
* To meet statutory requirements to collect and provide information that the local authority require.
* To meet legal obligations under the EYFS Early Years Statutory Framework 2017 and Education Act 1996.

**What information we collect**

We do not share information about our children or families with anyone without consent unless the law or our policies allow us to do so. Whilst the majority of information you provide to us is mandatory and part of our contract with you, some of it is voluntary. *In order to comply with GDPR please note, information in italics can be given voluntarily and may be withdrawn or amended by emailing* [*info@whytebeams.co.uk*](mailto:info@whytebeams.co.uk)

The categories of information that we process:

**FILES** - For each child we collect and store a file containing hardcopies of the following:

* **Personal information** - collected via our enrolment form and completed by parents, such as: child’s name, date of birth, address, parent’s names and contact details, who has parental/legal responsibility, *details of further family members such as siblings and ages,* *who lives at home, family circumstances and history, birth details,* dietary and health requirements, medical and allergy, information, diagnosed special needs, health care plans, *immunisations, previous childhood diseases and illnesses, doctor’s name, address and contact details*, name and telephone numbers of friends or relatives who may be contacted in an emergency and of other persons authorised to collect the child and collection password set by parents, other settings attended.
* **Characteristics** - such as ethnicity, language, nationality, general information about the child – first language and other languages spoken at home.
* **Other agency information** - if the child has been referred to any professional service or is under the care of other professionals (e.g. SALT, OT, Paediatrics).
* **Permissions** – detailing what we have your permission for with regard to wipes, suncream, medication, creams, plasters, accompanying your child in an emergency, photos, videos, keeping EYFS records.
* **EYFSP** - Early Years Foundation Stage Profile, including long observations, assessments, progress and development notes, 2-year progress check if applicable, Transfer Sheet.
* **Development Tree** – a visual depiction of a child’s age stage and development.
* **Attendance** information - such as sessions attended, number of absences and reasons for absence.
* **Other information** - such as the child’s start date, sessions and date they are expected to start school. Comments from parents/carers/professionals such as parental meetings, parent’s comments and keyworker notes.
* **SEN** – notes are kept if children have special educational needs, and a SEND file may be created.
* **NHS** letters - in relation to a child’s specific medical need or condition.
* ***Family photos*** *– if provided by parents.*

This list is not exhaustive, but all information requested is required to best support the child.

**Whytebeams children’s records will be:**

* Collected, processed and stored in line with the data protection act 1998 and GDPR 2018.
* A positive record of the child’s achievements via the learning journey.
* An honest and accurate reflection of progress, development and challenges.
* An accurate record of relevant and required information in the child’s file.
* Confidential between the staff and the parents/carers and ultimately the next setting (except in safeguarding circumstances and during Ofsted inspections.)
* Handed to Ofsted as part of an inspection or investigation; they may also be handed to local authority staff conducting a S11 audit as long as authorisation is seen.
* Available to all those authorised to see them and make entries in them, this being the setting manager, deputy or designated safeguarding lead or deputy, the child’s key person and other key persons at the setting. Children’s personal files are not handed over to anyone else to look at.
* Available to the child’s parents/carer upon request.
* Kept safely in a locked cupboard or filing cabinet.
* Updated regularly with notes made the same day or as soon as reasonably possible.
* Forwarded to the child’s next setting.

For further details see our policies on Observation & Assessment, Tapestry and Privacy Notice.

**Other information we collect:**

* Incident, accident, notification of injury forms and behaviour logs
* Records of medication parents have given us consent to give to children whilst in our care
* Safeguarding and General Welfare logs and concerns and notes, if the family/child has an allocated social worker, if the child has a child protection plan or court order in place
* Attendance information such as sessions attended, number of absences and the reasons
* Complaints

**Funding Forms, EYPP and DAF**

The information on funding forms is collected for and shared with our Local Authority, Croydon Council, for the purpose of providing government funding and ascertaining eligibility. We collect the following information from parents via the ‘Croydon Free Entitlement Parental/Carer Agreement.’

* Child’s name, date of birth, parents’ names, family address, number of funded weeks claimed per term, parents’ signatures.
* For families receiving benefits: parents’ names, child’s date of birth, National Insurance numbers and or National Asylum Support Service Number (NASS). This may enable us to claim additional funding called EYPP (Early Years Pupil Premium.)
* For children aged 3-4 in receipt of child Disability Living Allowance and claiming funding, the child’s DLA reference is requested so we may claim Disability Access Fund (DAF).

To claim funding, we collect and share the following personal data with our local authority at Croydon Council via their secure online portal.

* Child’s full name, date of birth, address, ethnicity, first language and gender.

Croydon Council are the data controller for all early years funding information. Croydon Council shares some of the information we provide with the Department for Education (DfE). Croydon Council’s Privacy Policy can be viewed at <https://www.croydon.gov.uk/democracy/data-protection-freedom-information>.

To find out more about the data collection by the DfE go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

**Who we share your data with**

* Ofsted, during an inspection or when there has been a complaint about the childcare and early education service
* the local authority, if you claim up to 30 hours free childcare
* the governments eligibility checker as above, if applicable
* our insurance underwriter, where applicable
* ‘Tapestry’ to create your child’s learning journal

**We will also share your data:**

* if we are legally required to do so, for example, by a law enforcement agency, court
* to enforce or apply the terms and conditions of your contract with us
* to protect and care for your child and other children; for example, by sharing information with social services, the police and medical services such as the NHS.
* if it is necessary to protect our rights, property or safety or to protect the rights, property or safety of others.
* with the school or setting that your child will be attending, when they transfer, if applicable
* if we transfer the management of the setting out or take over any other organisation or part of it, in which case we may disclose your personal data to the prospective seller or buyer so that they may continue using it in the same way.

**We will never share your data with any organisation to use for their own purposes.**

**Tapestry Records and Data**

We use a secure software package called Tapestry which is an online learning journal of children’s progress. We send parents a link inviting them to join Tapestry and view and accept their terms and conditions. This enables parents to see their child’s learning journey and add their own notes, comments, and All About Me section. Staff input and upload observations, notes, photos and videos via Tapestry. Observations are then categorised under the EYFS framework and published or uploaded. Staff use this

data and their own knowledge to create a visual Development Tree which will is uploaded to Tapestry with the original kept in the child’s paper file. This enables staff to monitor children’s progress.

To see full details of Tapestry’s security and privacy use the following links: <https://tapestry.info/privacy-policy.html>

[https://www.tapestry.info/security.html?\_gl=1\*m6gsam\*\_ga\*Mzc3MTcxMDEwLjE2ODQyMzE3MDI.\*\_ga\_YTD0612SQZ\*MTY4NjA0NzI3MS4zLjAuMTY4NjA0NzI3MS4wLjAuMA..](https://www.tapestry.info/security.html?_gl=1*m6gsam*_ga*Mzc3MTcxMDEwLjE2ODQyMzE3MDI.*_ga_YTD0612SQZ*MTY4NjA0NzI3MS4zLjAuMTY4NjA0NzI3MS4wLjAuMA..)

What personal information we enter onto Tapestry:

* Child’s name, date of birth, parents’ names and email addresses, for the purpose of creating and sharing their child’s learning journal with them.

When children leave Whytebeams, our admin team download children’s learning journal as a PDF to their Tapestry account and inform parents it is ready. Parents can then view it or download. Once this has been done and after the child leaves, we make the account inactive unless parents have another child with us. Accounts should be If the child moves to a setting which uses Tapestry the file may be transferred.

**How do we protect your data?**

We take the security of your personal data seriously. We have internal policies and strict controls in place to try to ensure that your data is not lost, accidentally destroyed, misused, or disclosed and to prevent unauthorised access. Where we engage third parties to process personal data on our behalf, they are under a duty of confidentiality and are obliged to implement appropriate technical and organisational measures to ensure the security of data.

**Where do we store your data?**

Data is held securely. We are a ‘pack away’ setting and rent our promises from St John the Baptist Church. They are responsible for the overall security of the building. We have our own storage cupboards and lockable areas within the Church Hall. We keep paper records in our own locked cupboards and filing cabinets. Laptops and iPads are password and pin protected and laptops have antivirus software. Confidential documents and data are kept in a locked filing cabinet within a locked cupboard. Only the manager and deputy and owner have access to this.

Any data you provide to us electronically is stored on secure computers or servers located within the UK or European Economic Area. We may also store paper records in locked filing cabinets. Any third-party data processors will also store your data on secure servers which may be situated inside or outside the European Economic Area. They may also store data in paper files.

**How long do we retain your data?**

We retain your data in line with our retention policy and a summary is below:

* You and your child’s data, including registers are retained 3 years after your child no longer uses the setting, or until our next Ofsted inspection after your child leaves our setting.
* Medication records, accident and incident records are kept for longer according to legal requirements.
* Learning journeys are maintained by Tapestry after your child leaves and the account becomes inactive in line with their own policy and are available at your request.
* In some cases (child protection or other support service referrals), we may need to keep your data longer, only if it is necessary in order to comply with legal requirements. We will only keep your data for as long as is necessary to fulfil the purposes it was collected for and in line with data protection laws.

Data is destroyed securely once these periods have passed.

**Staff, Volunteer, Work placement and Adults Working Alongside Children**

**Staff Records and data**

As part of our obligations including safer recruitment, EYFS requirements, Safeguarding, GDPR and Continued Professional Development, staff records will be created and updated regularly. They are collated and kept in accordance with our Retention Policy and GDPR Checklist. Staff are provided with our GDPR checklist outlining what data we keep, why and how long for and what the lawful basis is. Staff will sign a statement acknowledging that we shared this information with them and are aware they can review this by arrangement. It is stored securely – please see ‘How we store your data.’

**Staff information we collect and process**

Name, address, date of birth, telephone number, next of kin in case of emergency, allergies/medical information, permissions and agreements, application form or CV, DBS certificate or number, references, annual statements of suitability and disclosure of any convictions, contact details and confidentiality agreements, NI number and tax code, salary details, copies of examination and qualification certificates, training records, supervision records, agreements and annual appraisals, staff accident record, disciplinary and grievance records, and comments relevant to the staff member’s time with us such as an agreed time of or compassionate leave. Anything else relevant to their employment.

Individual staff records are marked confidential and stored in a locked filing cabinet, in a locked cupboard. Management and owners are the only keyholders.

**Volunteers, Work Experience and Work Placement Persons**

Those volunteering, on work experience or working regularly alongside children complete a contact, confidentiality and agreement form which is kept securely in a locked filing cabinet whilst they are on placement or working with us. It is destroyed when they leave or stop working with us. Their emergency contact details will be placed in our register in case of emergency for the term/s they are with us.

As the data will be collected via a form to be completed by the person requesting a placement, they will be aware of the data we are keeping and will be made aware of the lawful basis for this.

The personal data we collect and process for those volunteering or on work experience includes:

Name, address, date of birth, telephone number, next of kin in case of emergency, allergies/medical information, permissions and agreements, DBS certificate or number, if applicable, details of school, college or employer, course name, statements of suitability and disclosure of any convictions, confidentiality agreements, copies of examination and qualification certificates where applicable.

**Requesting access to your personal data**

Under data protection legislation, parents and pupils have the right to make a request access to information about them that we hold. This can be done by contacting Kate Searle, Nursery Administrator

at [info@whytebeams.co.uk](mailto:info@whytebeams.co.uk)

You also have the right to:

* request access to information about you that we hold including child records
* have your personal data rectified if it is inaccurate or incomplete
* request the deletion or removal of personal data where there is no evidence for its continued processing.
* to restrict our processing of your personal data e.g. Permitting storage, but no further processing.
* object to decisions being taken by automated means

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner’s Office at <https://ico.org.uk/concerns/>

**Contact**

If you would like to discuss anything in this privacy notice, please contact:

Kate Searle, Whytebeams Nursery, St John The Baptist Church Centre, 48 Dale Road, Purley, Surrey, CR8 2EF. Email : [info@whytebeams.co.uk](mailto:info@whytebeams.co.uk)

**Last updated June 2023**

**CONFIDENTIALITY POLICY.**

In the course of work, staff may find that they come into contact with sensitive and confidential information relating to individual children or parents. Most things that happen between the family, the child and the setting are confidential to the setting, unless there is a child protection concern where information will be shared with other professionals including social care, the police.

**Confidentiality definition**

* Personal information of a private or sensitive nature, which is not already lawfully in the public domain or readily available from another public source, and has been shared in a relationship, where the person giving the information could reasonably expect it would not be shared with others.

**Procedures and Best Practice**

* Staff can be said to have a ‘confidential relationship’ with families. Some families share information about themselves readily; members of staff should consider and check whether parents regard this information as confidential or not.
* Staff, students, volunteers and those on work experience are made aware of our Confidentiality, Data Protection and Privacy Policies. They read and understand our policy, sign a confidentiality agreement on their first day at work and annually as part of our continued suitability procedures.
* Confidential information will only be shared with employed staff who have signed agreements.
* Staff are made aware by the setting regarding the needs and the rights of parents and children’s confidentiality and those which are designed to protect the health, safety, rights and best interests of the child. Individual children or their families will not be discussed outside of the setting.
* Staff discuss children’s general progress and well-being regularly to best support their general needs, but more sensitive information is restricted to designated persons and key persons and may be shared with other staff on a need-to-know basis.
* Members of staff do not discuss children with other parents or anyone else outside of the organisation, unless in a formal and lawful way.
* Discussions with other professionals should take place within a professional framework, not on an informal basis and consent to share will be sought via our enrolment form or later by email.
* Staff should expect that information shared with other professionals will also be shared in some form with parents/carers unless there is a formalised agreement to the contrary, eg. if a referral is made to children’s social care, the identity of the referring agency and some of the details of the referral is likely to be shared with the parent/carer by children’s social care.
* Sometimes it is necessary to write things down in a child’s file for their heath, wellbeing, and as best practice.
* Not everything needs to be recorded, but significant events, discussions and telephone conversations must be recorded at the time that they take place.
* Records are non-judgemental and do not reflect any biased or discriminatory attitude.
* Records should be relevant, proportionate, and necessary.
* When deciding what is relevant, the things that cause concern should be recorded as well as action taken to deal and timeframes where appropriate.
* When recording general information, staff should ensure that records are legible, dated correctly and the time is included where necessary, and signed by the person making the notes.
* General welfare is recorded on a child’s general welfare log and any concerns may be recorded in further detail via a Safeguarding Form.
* Safeguarding /child protection concerns are recorded on a Safeguarding Form. Information is clear and fact based, although it may include the educator’s thoughts on the impact on the child.
* Information shared with other agencies or professionals is done in line with these procedures.
* Where a decision is made to share information (or not), reasons should be recorded. Advice should be sought if unsure whether to share.
* Issues surrounding employment of staff and other staff related information will remain confidential to the people directly involved with personnel decisions or confidentially within the team with consent and if appropriate.

**Parent Groups and Information Sharing**

* Parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has confided in.
* Information shared between parents in a group is usually bound by a shared agreement that the information is confidential and not discussed outside. The setting is not responsible should that confidentiality be breached by participants.
* Where third parties share information about an individual; staff should check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

**Consent**

* Parents routinely share information about themselves and their families. Most information parent’s share will be regarded as confidential unless it would be harmful to the child’s physical or mental wellbeing or in cases of child protection.
* Our Privacy Notice provides full details of what information we share and why and any exceptions to confidentiality.
* Parents are advised that their informed consent will be sought in most cases, as well as the circumstances when consent may not be sought, or their refusal to give consent overridden.
* Our enrolment form clearly states which information is consensual and which is not and contains permissions and consent to share with professionals. Should we need consent for anything else we will always email to request this.
* Where there are concerns about whether or not to gain parental consent before sharing information such as a child protection referral, the DSL or Deputy DSL may seek advice from the local authority professional’s helpline to seek clarification on the best pathway.
* Consent must be informed - the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications of sharing that information.

**Separated parents**

* Consent to share need only be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides.
* Where there is a dispute, this needs to be considered carefully and clarification may be sought.
* Where the child is looked after, the local authority, as ‘corporate parent’ may also need to be consulted before information is shared.

**EQUIPMENT AND RESOURCES**

Whytebeams believe that high quality care and education is promoted by providing resources and equipment which are safe, clean, stimulating and suitable for the age and stage of our children. These resources will provide rich learning opportunities alongside adult support.

**To achieve this, we will:**

* Provide equipment and resources, which are safe and where applicable conform to the current safety legislation. Equipment and resources will be checked regularly through risk assessments and replaced or disposed of when broken or damaged.
* Provide sufficient equipment and resources for the number of children, which promote all seven areas of children’s learning both inside and outside.
* Create a balance of familiar and new equipment to meet the needs and interests of all children whilst offering exciting challenges.
* Meet the interests and vision of all staff members, encouraging their ‘wish list’, and obtaining equipment and resources at their request whenever possible.
* Provide a range of man-made, natural and recycled materials, which are clean, in good condition and safe for children to use.
* Select books, equipment and resources, which promote positive images of people of all races, cultures and abilities, taking into consideration the groups demographic.
* Meet the interests and needs of children with SEN.
* Have equipment and resources in a workshop set up and available as realistically possible in a church hall and outside, so children can access freely.
* Consider purchasing safe and good quality second hand goods where possible to promote recycling/reusing.

**OUTDOOR LEARNING POLICY**

To offer a rich extensive curriculum, the setting encourages daily use of the outdoor play spaces, regardless of the weather conditions. The exception would be heavy continuous rain or icy unsafe conditions. Children experience a wide variety of opportunities outside different to those that take place inside and this allows them a sense of freedom and exploration. In fine warm weather the nursery will be set up outside with opportunities for play inside. The garden has separate areas for free flow, reading, growing, cooking and digging. There are planting troughs which enable children to sow seeds each season, plant out seedlings and harvest the crop. The children really enjoy eating their home-grown vegetables and the sense of achievement this brings. There are also imagination areas such as a fairy and dinosaur

garden. We have a swing, slide, playhouse, sandpit and wide variety of bikes, trikes and physical equipment. We also provide other equipment outdoors that you might expect indoors such as painting, drawing, dolls, buggies, cars bricks and more. We have quiet time outside where children are still, eyes closed to listen to the sounds of nature or may read a story outside under the canopy. Children can also partake in craft outdoors.

To assist us in promoting outdoor learning it is essential that children are clothed appropriately for their day at nursery. In winter children will require suitable named outdoor clothing including a winter coat, gloves and hat. In the summer they will require a named sun hat and sun protection cream. Please see the

Sun Protection Policy.

Staff continue to build on their training and knowledge of outdoor learning and continually introduce new and exciting ways to help children learn in the natural environment with natural resources and materials. We also run our outdoor creative project, called the ‘Loose Parts Project’ with funding from the Pre School Learning Alliance. We have a shed with large loose parts such as tyres, crates, keyboards, tubing, fabric, large carboard rolls and so on. When materials come out, an area is sectioned off, supervised and children are encouraged to risk assess these unusual materials and respect each other’s creations. This enables children think creatively and critically and set boundaries by themselves. Research shows marked improvements in behaviour with this project and Ofsted have commented how this helped us create and maintain our Outstanding status.

# KEY WORKER POLICY

Part of the job role of most staff members at Whytebeams is to be a key worker. Each child and their family are assigned a key worker who works on the majority of the child’s booked sessions. Key workers have specific duties in relation to their key children however all staff care for all children during the nursery day. Our Key worker’s names are on our notice board and website. Key workers are paired so that in the event that your key person is not in or unavailable you have a designated alternative who knows your child. Key ‘Pairs’ will liaise to allow continuity of communication and care. In the rare event that a Keyworker leaves, a new keyworker will be assigned and a strong handover will take place with parents and children being informed. This may also happen if parents change their child’s days or sessions.

**A key person’s role is to:**

* Welcome and assist each child and their family to settle at Whytebeams
* Develop a relationship of trust with the parent/carer and child and build a positive relationship
* Support the separation process in line with our settling in policy
* Comfort children when needed
* Develop a professional knowledge of the child and family to best support them
* Help children to begin to navigate and understand their new environment
* Make each child and their family feel welcome and show respect for their cultural background, values and linguistic diversity.
* Support children in using their home language in their play and learning while providing opportunities for them to develop English if necessary, working in partnership with parents.
* Carry out a welcome meeting with the parent/carer to get to know you and your child and find out any special needs or routines.
* Spend time with key children during free flow and during 1-1 or small group work, getting to know them well and building a positive relationship, especially during the settling in period.
* Help children with their personal routines such as toileting, dressing and comforting them when necessary.
* Create a learning journal on Tapestry and a hardcopy personal file and keep them up to date.
* Make observations, plan for and assess children’s interests, needs, learning and development.
* Notice and support any areas a child is not progressing in or is exceeding in.
* Carry out the required statutory checks at 2 years and on transition.
* Be available to speak to parents/carers at the beginning/end of a session if needed.
* Have regular meetings with parents in order to discuss their child’s progress and development and to plan their child’s next steps in learning.
* Utilise the curriculum to meet children’s needs and take an active role in building learning topics.
* Be alert to any safeguarding or welfare concerns and report them in line with our safeguarding policy.
* Complete the general welfare log at the end of each term.
* Observe confidentiality and work within our policies.
* Work under the direction of the manager and deputy managers.

**BEHAVIOUR POLICY**

Whytebeams recognises that good staff practice and awareness of conduct promotes positive behaviour. This will be reflected in staff training opportunities, supervision and appraisals. All staff are responsible for behaviour management with overall responsibility lying with the manager and deputy managers.

At Whytebeams we actively seek to provide a happy and secure environment where there are rules and boundaries, and all children are offered equality of care. We promote positive behaviour and ensure any sanctions resulting from unwanted behaviour are firm but fair .It is important that we work closely with parents to establish clear boundaries and share behaviour related information.

**We aim to;**

* Provide an atmosphere, which is safe, caring, stimulating and free from anxiety of bullying, discrimination or physical threat or verbal abuse.
* Ensure that the staff, parents, visitors and children behave towards each other with mutual respect, consideration and tolerance, in line with our Inclusion, Equality and Diversity Policy.
* Ensure that staff, parents, visitors and children, all respect the feelings, interests, needs and opinions of other people and to develop a positive attitude to everyone involved in the nursery.
* Encourage the children to develop high standards of behaviour and self-respect. This will be best achieved by positively encouraging the children to do their best and praise their efforts.
* Actively involve children in setting rules and boundaries, asking them what quantifies good behaviour and kindness and what does not.
* Reinforce the value of positive behaviour during discussion time with the children and in play.
* Encourage the children to care for their environment and resources and understand the importance of sharing, turn taking and following routines and boundaries,
* Develop a partnership with the parents, consulting on and devising behavioural strategies, recognising the individuality of each child and family setting.

**Behaviour Code**

**Kind and Considerate**

Being on good terms with each other and behave in a friendly manner.

**Courteous**

Being polite and helpful at all times to all children and adults in the nursery, or who may be visiting the nursery.

**Respectful**

Respect the views and opinions of others. Respect the property of others.

**Honest and Responsible**

Being truthful at all times and taking responsibility for your actions.

**Co-operative and Inclusive**

Be willing to work together and include everyone.

**We will not accept**

* Bullying – verbal, physical or threatening behaviour.
* Fighting – including aggressive play or any behaviour that may result in conflict.
* Discrimination
* Deliberate damage to equipment

Whytebeams asks for the co-operation of all parents/carers in recognising and upholding this behaviour policy.

**Promoting Positive Behaviour**

Positive behaviour and managing behaviour are an integral part of children’s personal, social and emotional skills and well-being. Our staff understand children’s needs, level of development, personal characteristics, and specific circumstances, making them able to support children’s behaviour and ensure their individual needs are understood and met.

Children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control. At Whytebeams we actively model and promote positive behaviour in our daily work and interactions with children offering praise when this is achieved. The group can then see what’s expected and hopefully learn this together.

We find it best not to provide ‘excessive praise’ as this can cause increased anxiety in the long run with children not feeling fulfilled unless praised. When children behave as expected we calmy offer praise with a ‘well done’, ‘thank you for following the rules’ or thumbs up and smile. Children who show responsible behaviour will be encouraged to do small tasks and help adults as a way of building on their positive behaviour and skills. We hope that when peers see this, they will follow the example and if not, there is

no feeling of loss. Appropriate supervision at the required ratios means we may be able to pre-empt and diffuse a volatile situation and whilst staff cannot reasonably see everything, they are alert to potential situations. Negative behaviour may be ignored so long as it is not harmful so as not to give attention to it.

**Managing Disputes**

When attending nursery for the first time, young children are faced with a wide variety of new experiences, toys and people. Depending on their ability to manage emotions some children can struggle to deal with powerful emotions and feelings as they try to develop and master the complex skills needed to communicate, negotiate and socialise with their peers in a new environment. Staff are aware of this and are always on hand to model, guide and support children in skills such as turn taking and sharing which can often instigate minor conflicts between children. During minor disputes, staff help children to reflect and regulate their actions and, in most instances, children learn how to resolve minor disputes themselves. This approach builds the child’s confidence and skills for life, rather than have the adult do it for them. Children will not be made to give something to another child just because they request it, but rather support them to ask for a turn, then wait and use a timer to initiate the swap. The child giving up the toy in time will receive a ‘thank you for sharing.’ This supports both children. However, some incidents may be more serious and need a strategic approach especially if the behaviour causes harm or distress to the child or others or is ongoing without improvement.

**Managing Unacceptable Behaviour**

Unacceptable, unkind or destructive behaviour can have an unsettling and negative effect on the whole group as well as they child involved and must be managed carefully in the following way;

* Unacceptable behaviour will be dealt with promptly, fairly, calmly and consistently by all staff members.
* All children involved will be supported.
* Children who are exposed to unacceptable behaviour or are hurt will be supported and comforted to reaffirm their self-confidence and self-esteem. Staff may model empathy.
* First aid will be administered if necessary.
* A child who has caused hurt or upset will then be spoken to in a clear, calm, age-appropriate way about their actions and the consequences.
* From time to time, it may be necessary to give a child a short period of ‘reflection time’ with an adult. After a few minutes they would return to play, after staff have talked to them about their behaviour and positively encouraged them to play appropriately.
* Children will never be humiliated with regard to their behaviour.
* Physical punishment of any kind is never used or threatened.
* Physical intervention is sometimes needed to safeguard a child or children and must be carried out as per the guidance in this procedure.
* When incidents or serious incidents do occur, they will be investigated in a thorough and in a fair way, then recorded in our incident or behaviour log.
* Logs will be shared with the parents or carers of children involved and their signature will be required. We do not reveal names of other children, other than your own.

**Unusual or Ongoing Behaviour Issues**

Where negative, concerning, or unwanted behaviour is persistent, unusual and a pattern emerges, the management team will be notified, if not already aware and will:

* Look at any records, speak to the child’s keyworker and staff if necessary to gain a clear picture of the situation.
* Take into consideration any known factors that may be affecting them such as a new baby at home, house move or a parental separation.
* If a cause for the behaviour is not known or only occurs whilst in the setting, this must be taken into consideration and reasons considered/investigated.
* Speak to the child’s parents to see if the behaviour issues are prevalent at home and share thoughts and ideas.
* If relevant and appropriate the views of the child must be sought and considered to help identify a cause.
* Begin a behaviour record individual to the child so that incidents can be recorded and investigated to identify any possible pattern or trigger. This should be noted in the child’s file.
* This will help us decide on an appropriate action plan which will be noted on the log and shared with the team and parents if necessary for consistency.
* If a trigger is identified, then the key person and a member of management must meet with the parents to plan support for the child through a graduated approach.
* If relevant, actions for dealing with the behaviour at home are agreed with parents and incorporated into the action plan.
* Appropriate adjustments to practice must be considered and agreed within the setting.
* If relevant, a risk assessment should be carried out which parents will be asked to sign where the risk assessment relates to managing the behaviour of their child specifically.
* Inform parents of any behaviour log which continues beyond 1-2 initial isolated incidents or if there is one serious incident. They will be asked to sign the log.
* Monitor the progress every half term or sooner if required and record any improvements, or continuing issues on the log.
* Set a new action plan or stop using the log if all is well.
* If the adjustments are successful and the unwanted behaviour does not reoccur or cause concern then normal monitoring can resume.
* Meet with parents to share updates if required.

**If Unacceptable Behaviour Does Not Improve Despite Regular Support:**

If despite applying the above initial interventions the child’s behaviour continues to occur and/or is of significant concern, the management team or SENCO will :

* Invite the parents to a meeting to discuss external referral and next steps for supporting the child.
* May decide that the setting request support from the Early Help team and/or other specialist services such as the Local Authority Area SENCO (Locality Lead) or healthcare professionals

such as a paediatrician or educational psychologist which will help address most developmental or welfare concerns.

* Follow Safeguarding Procedures if the behaviour is part of other welfare concerns that include a concern that the child may be suffering or likely to suffer significant harm.
* Incorporate advice provided by external agencies in a child’s file via a SEN Support File and arrange regular multi-disciplinary meetings to review the child’s progress.
* If a review determines a statutory assessment may be needed then all relevant documentation must be collected in preparation for an Education Health and Care Assessment which may lead onto an Education, Health and Care Plan (EHCP.)

**PHYSICAL INTERVENTION**

**Use of physical intervention**

Staff will already use different elements of physical contact with a child as part of their interaction in the setting especially when they are comforting a child or giving first aid. However, physical intervention to keep a child or other children safe is different and should only be applied in exceptional circumstances after other behaviour methods have proved unsuccessful.

The EYFS states that physical intervention from a staff member towards a child may be used for the purposes of “averting immediate danger of personal injury to any person (including the child) or to manage a child’s behaviour if it is absolutely necessary”.

To offer protection to children a range of appropriate graded interventions may be needed before physical intervention is applied. Most single incidents such as a child throwing a book on the floor or kicking a chair usually only require a verbal intervention from a member of staff. In other situations, an intervention can be applied through mechanical and environmental means such as locking doors or stair gates. This usually stops a situation escalating. However, there will be some situations where a child places themselves or others in danger which requires an immediate need for the use of both verbal and physical intervention. If a single or persistent incident requires a physical intervention such as physical handling from a staff member towards a child, then this is used intentionally to restrict a child’s movement against their will for their safety and that of others. In most cases this can be applied through the use of the adult’s body gently and safely blocking the child from access to danger or to prevent danger.

To physically intervene, an educator may use “reasonable force” to protect a child from injuring themselves or others. Legally an educator may also use reasonable force to prevent a child from damaging property. However, this would be unlikely in an early years setting and may only be relevant if damaging the property presented a risk to the child or the property is of high value.

If a situation arises which requires urgent physical hands-on intervention this is best applied by the staff who knows the child well such as their key person who is more able to calm them or use other known methods for defusing situations without physical intervention.

**In the event of Physical Invention**

In the event that a child needs to be moved or restrained for their protection or the protection of others, the following guidance should be used;

* Use a calm, gentle but firm approach and application of the intervention.
* Have 2 staff present
* Keep the child’s safety and well-being paramount
* Never restrict the child’s ability to breathe
* Avoid close head-to-head positioning to avoid injury to the child and the staff member (head butting)
* Only hold the child by their ‘long’ bones to avoid grasping at the child’s joints where pain and damage most likely to occur
* Avoiding lifting the child unless necessary
* Keeping the adults back as straight as possible if lifting is needed.
* Reassuring the child and talking about what has happened

**Following a Physical Intervention, Recording and Notifying Parents**

* Staff will record this immediately on a physical intervention log and manager or deputy will be informed and asked to read and sign the form.
* The manager or deputy will decide who will notify the parent or carer.
* Notification will happen by speaking to the parent in confidence at collection time or sooner if necessary. The physical intervention log will be shared with them the same day and they will be asked to sign it, ensuring that it is clearly stated when and how parents were informed.
* The log will remain in the incident/accident book and a note will be made on the child’s file.
* An individual risk assessment should be completed after any physical intervention with a child which considers the risks and likelihood of such behaviour re-occurring and how this will be managed. The risk assessment should be agreed and signed by parents.
* Support and advice are available to parents on request and any concerns that the nursery or parents may have, can be discussed together at a mutually convenient time.
* Records are kept and may be shared in line with our data protection policy and privacy notice.

**Physical handling and deciding the Risk**

We use the principle of applying reasonable minimal force and handling in proportion to the situation. Staff use as little force as necessary to maintain safety and in order to care suitably for children. This intervention should only be used for as short a period as possible to keep the child safe and maintain well-being.

There are risks associated with any physical intervention and handling of a child. The younger and more vulnerable a child may be, the greater risk to the child of using physical intervention towards them. However, there are also risks to children associated with not intervening physically; for instance, if an educator did not take hold of a child by the wrist, they may have run into the path of a fast-moving car.

Before intervening physically to protect a child from immediate harm an educator needs to decision make in a split second, considering the following factors. This is described as dynamic risk assessment.

* What is the immediate risk to this child if I do not intervene now?
* What might the risks be if I do intervene? If this was my child, what would I want someone looking after them to do in this situation?
* What is the minimum level of intervention that will be effective here? How can I do this as gently as possible for as short a time as possible and how am I going to manage myself to stay calm?

**SAFEGUARDING AND PROMOTING CHILDREN’S WELFARE POLICY.**

Our Designated Safeguarding Lead is April Alderton (DSL) ,

Deputies are Emma Colliety & Julie Perôt (DDSL)

**We believe the welfare, safety and protection of children are paramount. Safeguarding is everyone’s responsibility.**

Safeguarding is the process protecting all children from abuse, both physical and emotional or neglect, preventing impairment of their health, wellbeing or development.

Child protection is part of safeguarding and promoting welfare. Child protection refers to the process of protecting individual children identified as either suffering, or at risk of suffering, significant harm. Safeguarding ensures that children are provided with safe and effective care, so that they are able to have optimum life chances and enter childhood successfully.

Our aim through this policy is to promote prevention through professional knowledge of our children and families, be aware of, identify and report cases, or suspected cases, of abuse, whilst supporting children who have been abused. At Whytebeams our day-to-day contact with children and families provides the opportunity for Nursery Staff to be well placed to observe the outward signs of abuse, or neglect. Our policy and procedure apply to all Staff, volunteers and visitors working in the setting. Any of the adults may be the first point of disclosure for a child. Concerned parents may also contact staff.

**Managing Safeguarding the DSL (Designated Safeguarding Lead) and DDSL (Deputy)**

* Will be the lead person/s for managing safeguarding and managing any concerns that are noticed or reported. They will follow the procedure below and Local Authorities procedures which may include referral via Croydon’s Multi Agency Safeguarding Hub (MASH)
* Will be trained or awaiting training in Safeguarding Children levels 1 and 2. Either DSL or 1 deputy will be trained to level 3. This will be renewed every 2 years.
* Will be always available in person or by telephone whilst the nursery is in operation for staff to discuss any safeguarding concerns.
* Will regularly discuss all children's progress, development, welfare and wellbeing as part of every staff supervision, appraisals, meetings and as necessary.
* Will specifically staff ask if they have any safeguarding concerns at regular planned opportunities such as during 1-1 supervision and appraisals and know they can raise concerns outside these times.
* Will follow our procedure and the local authorities safeguarding guidelines when concerns are raised which may include referral via the Multi Agency Safeguarding Hub (MASH) or to the LADO.
* Will inform OFSTED of any allegations of serious harm or abuse by any persons working with or looking after children at our setting, within 14 days. This includes any suspicions we have of maltreatment by persons outside of the setting.

**All Whytebeams Staff:**

* Will have a digital copy of, read, sign and abide by this policy, being aware of their responsibilities to it. This will form part of their induction and ongoing training. Annual refreshers will be provided along with updates as they happen.
* Will have regard for the government’s statutory guidance ‘Working together to Safeguard Children, The Prevent Duty, Keeping Children Safe In Education, Early Years Qualifications and Requirements, Disqualification Under The Childcare Act, Special Educational Needs and Disability Code Of Practice 0-25.’
* Will have regard for the EYFS Safeguarding and Welfare Requirements and advice document ‘What to do if you are worried a child is being abused.’ A copy is kept in the safeguarding file.
* Will be kept up to date with information and resources and uphold confidentiality as appropriate, unless to do so would put a child at risk.
* Will be trained or awaiting training for Safeguarding Children Level 1, FGM awareness and Prevent Duty, (not including volunteers or visitors) This will be renewed regularly as required.
* Will have suitable references, probationary period, a clear enhanced DBS check and regular supervision to include a declaration of suitattendaability. Evidence of this will be available in staff records. DBS will be reapplied for by Whytebeams every 3 years.
* Will promote children's understanding of keeping themselves safe at an age-appropriate level.
* Will have the opportunity to discuss concerns and issues about the well-being of individual children (e.g. relating to their health, development, behaviour or protection) at staff meetings, supervision, appraisals or as necessary at any time.
* Will have a good awareness of the possible signs of abuse and concerns.
* Will follow our procedure and the local authorities safeguarding guidelines where there are safeguarding concerns or disclosures and follow the Local Authorities procedure for ‘what to do if you’re concerned about a child.’
* Will report safeguarding and welfare concerns to the DSL or DDSL as soon as possible and
* Will record and respond appropriately to disclosures, comments or observations of concern, including injuries outside the setting.
* Will report any inappropriate behaviour by a fellow staff member under the Whistle Blowing Policy.
* Will seek emergency medical help or police support immediately if necessary.

It is everyone’s responsibility to have regard for and respond appropriately to **the signs or possible signs of abuse, not limited to:**

* significant or unusual changes in children’s behaviour, welfare, development or attendance.
* unexplained bruising, marks, injuries or signs of possible neglect or abuse.
* the comments children make which give cause for concern.
* deterioration in a child’s general well being.
* play that is inappropriate for the child’s age or is mature.
* signs of the exposure to extremist ideas, radicalisation or terrorism including FGM (female genital mutilation).
* the additional barriers that exist in recognising abuse for children with special needs and or disabilities.

Concern should be shown about a child’s welfare if:

* standards of health, cleanliness or physical care are not maintained
* they are exceptionally thin and regularly tired and/or lethargic.
* they are regularly hungry and desperate for food especially after a weekend.
* a child’s lunch is regularly insufficient or unhealthy.
* they are repeatedly dressed inappropriately e.g. in thin clothes during the winter or their clothes are regularly dirty and/or smelly.
* the person delivering and collecting the child is never the same.
* the child has an untreated medical condition, which would improve with basic care.
* the child has significant developmental delay and the parent continually declines additional support services such as speech and language or a paediatric referral.
* the child has regular unexplained absences or long periods of absence.

**PROCEDURE FOR DEALING WITH SAFEGUARDING CONCERNS**

Staff are trained to spot the possible signs of abuse. Their day to day work with children generally allows them to see these signs or changes. Regular staff supervision enables staff to discuss children welfare or any concerns with the Manager and DSL. If we notice any of the above or have safeguarding concerns they will be recorded on a safeguarding log, welfare log or incident log as appropriate and the DSL or DDSL will be informed as soon as possible, the same working day. They will follow the local authority’s procedure to make a decision about any necessary course of action, which may include: starting a chronology (timeline) to monitor and review, speaking with parent’s and offering support through an Early Help referral, seeking advice from Children’s Social Care (CSC) or a child protection referral via MASH. The Police will be contacted where there is immediate risk of harm or the law has been broken. We will usually liaise with parents unless we believe doing so would endanger the child. The DSL or DDSL will check records termly and where there are patterns, repeat logs or concerns for an individual child, a chronology will be started to monitor the safeguarding of an individual child. An action plan may be made with a date for reviewing the information and any further action to be taken, when and by who.

**SAFEGUARDING TRAINING**

All staff will undertake the local authorities recommended Safeguarding Children training, usually online and sometimes in person. This is updated every 2 years as required. The DSL or deputy is trained to level 3 and attends Local Authority Safeguarding Forums each term and receives emails from the LSCB (Local Safeguarding Children’s Partnership.) Deputies are trained to level 2 as a minimum. Any relevant updates will be shared with staff and actions required are taken by the DSL and or Deputy. Additional training may take place in house. Staff are encouraged to put their knowledge into practice by, taking part in quizzes and practicing scenarios at inset day or during supervisions, appraisals and training sessions and by discussing serious case reviews. Staff may be asked on the spot ‘what if’ questions during the working day/week. Staff are taught to be alert and aware of all the different types of abuse and safeguarding concerns and are encouraged to report concerns to the DSL or deputy at any time, including outside of hours. Staff are encouraged to challenge any situation that causes a child to be unsafe. We may consider whether any staff need to annual refresher training during any 2 year period to help maintain basic skills and keep up to date with and changes to safeguarding concerns that occur in the setting.

**IMPORTANT CONTACT DETAILS**

CROYDON MULTI AGENCY SAFEGUARDING HUB (MASH) for referrals to Children’s Social Care (CSC), Early Help or Emotional Wellbeing and Mental Health (EWMH).

When considering a referral, the Croydon threshold guidance should be checked first. Situations meeting the threshold should be referred by completing a Multi-Agency Referral Form (MARF) via

<https://www.croydon.gov.uk/children-young-people-and-families/child-protection-and-safeguarding/report-concern-about-child>

Monday to Friday 9am-5pm - for urgent child protection matters needing immediate response –

Tel: 0208 255 2888

Out Of Hours Emergency Duty Team (for urgent child protection matters needing an immediate response) - Tel: 0208 726 6400

For children known to have an allocated social worker or keyworker Tel: 0208 726 6000 Option 1.

**Call the Police on 999 if a child is at immediate risk of harm**

**WHEN INJURIES & INCIDENTS OCCUR OUTSIDE THE SETTING**

As part of this policy, we require parents and carers to make us aware of any significant changes in behaviour, incidents, accidents, hospitalisation, a child attending A&E and why, marks, cuts or bruises sustained by a child outside of nursery. We expect to be informed at the beginning of the child’s session following the incident/accident/behaviour for the child’s safety. We have a responsibility to ask the parents/carers how the injury or incident happened. This must be recorded on a notification of injury form, signed by the parent / carer, the member of staff who has been told and countersigned by the manager or the deputy manager. The manager or deputy should consider whether the child is well enough to remain at nursery with any significant injury or one that could be aggravated during the nursery day.

If a member of staff discovers an injury which we have not been informed of, we will ask the child how it happened if appropriate and with support. We may call the parent for information on how the injury occurred or to discuss the matter. A notification of injury form must be completed upon discovery by the member of staff and reported to the manager or deputy. We will discuss the matter with the parent/carer upon collection or immediately if appropriate. Parents will be required to sign the notification of injury form. Any sensitive or confidential incidents/notifications must be written on a confidential incident form, or safeguarding log if appropriate, completed by all relevant parties then locked in the filing cabinet. This policy protects children within our care whilst safeguarding Whytebeams from accusations that the injury/ies were obtained whilst the child was at the group. It is the responsibility of the manager or deputy manager or DSL to act upon the information passed on to them appropriately and in accordance with local authority guidelines.

**WORKING TO CREATE A PROTECTIVE ETHOS**

Staff should create an ethos of maximum respect by:

* Actively building children's self esteem and their ability to be assertive.
* Offer choices and accept the child's right to say no.
* Actively listen to the child on a daily basis.
* Communicate with parents and build a 2-way, positive working relationship with them.
* Not be afraid to address any concerns with parents in an appropriate way.
* Be knowledgeable about child protection issues, procedures and who to refer to.
* Teach children about personal safety and help them to assess risk.
* Be aware of changes in children’s physical appearance, behaviour or emotional state.
* Log observations and concerns routinely and discuss with the appropriate person.
* Avoid having a special relationship with any one child.
* Model and teach appropriate space.
* Ensuring that you are clear on our policies for : Safeguarding and Child Protection & Whistle-blowing.
* If in doubt about how your actions towards a child may appear - **DON'T DO IT.**

**DISCLOSURE BY A CHILD**

Any disclosure or comments made by the child should be logged immediately on a safeguarding log or within 24 hours and reported immediately to the safeguarding lead or deputy. They will take the appropriate action and follow the LA guidelines. Dated observations and detailed records should be kept in the safeguarding log and kept in a locked filing cabinet. The safeguarding file contains the local authority guidelines, procedures and contact details.

**STAFF POLICY ON DISCLOSURE**

**HOW TO RESPOND TO A CHILD TELLING YOU ABOUT ABUSE**

* Stay calm and reassuring.
* Find a quiet place to talk and allow the child to speak in their own time.
* Listen to the child, confirm details but do not ask leading questions.
* Reassure the child; explain you are glad they told you.
* Believe in what you are told
* Let the child know that they are not to blame.
* Do not make promises you can’t keep or make assumptions.
* Make brief and factual notes at the time or immediately after.
* Report the matter to the safeguarding lead or deputy lead

**PROCESS FOLLOWING DISCLOSURE**

* The staff member who has heard the disclosure must inform the safeguarding lead or deputy immediately.
* The staff member must make an official record as soon as possible and within 24 hours on a safeguarding form. This will be signed by the staff member and countersigned by the safeguarding lead or deputy. Records should be clearly written and factual.
* The safeguarding lead or deputy will assess the risk and contact SPOC putting local authority procedures into place. A referral or urgent referral will be made dependent on the situation and in line with the correct timescales.
* If a child is believed to be in immediate physical danger the Police should be contacted on 999. If a child needs medical assistance this should be sought and the parents should be informed.
* Parents will be informed unless to do so would put the child and any evidence at risk.
* Ensure that the child’s safety is are paramount and that they are away from the alleged abuser.

**DISAGREEMENTS ABOUT THE NEED FOR REFERRAL**

If staff and managers disagree about the need for referral they should seek advice. If the matter cannot be resolved, staff can make a referral on their own by following the guidelines in the Safeguarding file or online via

<https://www.croydon.gov.uk/children-young-people-and-families/child-protection-and-safeguarding/report-concern-about-child>

**PREVENT DUTY – The duty to be aware of and challenge Terrorism and Extremism**

Prevent Duty was introduced in July 2015 and aims to safeguard people from becoming terrorist or supporting terrorism. The duty widens our safeguarding values and duties. Whytebeams staff will have an awareness for families who may be drawn into terrorism and extremism and undertake Government training regularly as advised by the Local Authority.

We will promote ‘British Values’ within the EYFS curriculum within the areas of PSE and UW. This includes helping children ‘learn right from wrong, mix and share with other children, value each other’s views, know about similarities and differences between themselves and others and challenging negative attitudes and stereotypes. We will not intrude unnecessarily on family life but will take action if we observe behaviour of concern.

Safeguarding (Including Prevent Duty) is everyone’s responsibility including parents, careers, visitors and the wider public and concerns should be reported via the UK Anti-Terrorist Hotline 0200 739 321. If you suspect immediate danger, you should call 999.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>

<https://www.croydon.gov.uk/community-and-safety/safety/prevent-strategy>

**MANAGING ALLEGATIONS AGAINST STAFF**

It is our intention that staff working at Whytebeams Nursery feel confident about coming forward and reporting any issues/concerns that they may have regarding the conduct of a fellow member of staff, whilst remaining protected from any subsequent discrimination. Our Whistleblowing Policy covers general concerns and this policy specifically covers how allegations against staff are managed and by whom.

Concerns will always be taken seriously and dealt with fairly, promptly and sensitively. If an allegation is received about a member of staff conduct, or a child makes a disclosure, the DSL will follow the local authority’s procedure for managing allegations against staff which is located in the safeguarding file or via this link:

<https://www.croydon.gov.uk/children-young-people-and-families/professionals-working-children-and-young-people/report-concern-about-member-staff>

**Our Aim Is To:**

* Ensure staff understand their responsibilities and feel confident in raising and reporting a serious concern at the earliest opportunity.
* Provide regular opportunities i.e. supervision, appraisals and meetings for staff to raise and discuss concerns.
* Ensure that staff receive a response to their concerns and that they are aware of how to pursue them if they are not satisfied.
* Reassure staff that they will be protected from possible reprisals, harassment or victimisation if they have made any disclosures in good faith.
* Support those involved including parents, carers, children, the person making the allegation and the person who is the subject of the allegation.
* Ensure that all members of staff understand the procedures to be followed in the event of an allegation being made against a member of staff.

**You should be concerned if a staff member, visitor, volunteer has;**

* Behaved in a way that has harmed a child or may have harmed a child.
* Behaved towards a child in a way that indicates they are unsuitable to work with children or demonstrated inappropriate treatment/care of a child.
* Shown discrimination or abuse of any kind, including physical, emotional, verbal or sexual.
* Given you cause for concern regarding the health and safety or wellbeing of a child/ren or behaved in a way which makes you feel uncomfortable.
* Had an incident in their personal life which may suggest they are unsuitable to work with children.

**What to do or who to reported it to;**

Report concerns to the safeguarding lead or deputy in their absence, who will follow the local authority’s procedure. If there are concerns about the safeguarding lead’s behaviour, please report these to the deputy safeguarding lead.

**If you don’t feel able to report concerns in the workplace?**

In the event that an employee feels the matter cannot be discussed with the anyone in the workplace they should contact The LADO (Local Authority Designated Officer) Their full contact details can be found in the safeguarding file, at the back of the register, inside the kitchen cupboard or online.

LADO Service Manager Steve Hall : [steve.hall@croydon.gov.uk](mailto:steve.hall@croydon.gov.uk) Telephone: 020 8726 6000 Ext 24334 Mobile: 07825 830328

LADO - Jane Parr : [jane.parr@croydon.gov.uk](mailto:jane.parr@croydon.gov.uk)

Telephone: 020 8726 6000 Ext 24817 Mobile: 07716 092630 Email: [LADO@croydon.gov.uk](mailto:LADO@croydon.gov.uk)

Karen Anns (Business Support Coordinator) 0208 726 6000 Ext 23981 Switchboard 0208 760 6400. Ofsted can also be contacted on **0300 123 1231** for advice or **0300 123 4666** for complaints.

**If you are the person making the allegation – this could be a staff member, parent or member of the public.**

The safeguarding lead will listen, support you and record your concerns on a safeguarding log, ensuring you have made the allegations in good faith. Every attempt will be made to keep confidentiality. The safeguarding lead will then follow the local authority’s procedure for managing allegations against staff.

**If you are the subject of the allegation.**

The safeguarding lead or deputy will clarify the allegation with the person making it and will report initial facts to the LADO for advice and follow that advice. You may not be notified immediately as to do so would risk any investigation, or evidence being compromised which could lead to a child being silenced. You will be supported at the appropriate level and kept informed of progress when advised and given timeframes if possible. Disciplinary action including suspension or dismissal could be the outcome if there are legitimate grounds for concern.

If a member of staff has obviously assaulted a child advice will be sought from the LADO. The staff member may be suspended with immediate effect and the police should be informed. Disciplinary action will follow.

**Once concerns are brought to the safeguarding lead or deputy lead, they will:**

* Ensure the child is safe.
* Make a written record of the concerns with the person raising them on a safeguarding form. Both should sign and date the form and the deputy safeguarding lead should countersign. Names, times and initial facts should be clearly recorded
* Immediately follow the local authority’s process for managing allegations against staff.
* Contact the LADO within 24 hours for advice on how to proceed.
* Take action, as advised by the LADO in accordance with our policy.
* Inform the Police if a staff member has obviously assaulted a child.
* The safeguarding lead or deputy must NOT speak to the child or member of staff in relation to the allegation.

**THE ROLE OF THE LADO**

The LADO will decide where the threshold for investigation under child protection procedure is met and coordinate activity. Once it is clear the individual should be referred, this should occur without delay so that an agreement can be made about immediate action and what information can and cannot be shared. If deemed necessary, the matter could be referred and put through the local authorities established Safeguarding Children procedures and may form the subject of an independent inquiry.

It may also be necessary for Whytebeams Disciplinary Procedure to be followed.

**THE LADO WILL ALWAYS ADVISE THE APPROPRIATE COURSE OF ACTION.**

**WHAT HAPPENS AFTER REFERRAL**

The safeguarding lead will follow and put into place the LADO’s advice. They will support the staff member and keep them informed of the process and outcomes in line with the LADO’s guidance, unless legal reasons determine otherwise. Disciplinary action may follow.

Every attempt will be made to maintain confidentiality for all parties.

If a member of staff makes an allegation maliciously or for personal gain, appropriate action, including disciplinary action, may be taken.

**OUTCOMES**

Staff members who are proven to have mistreated or abused children in any way will immediately be dismissed in line with our Disciplinary Procedure. If necessary, the offence/member of staff will be reported to OFSTED – 0300 123 1231 and Croydon Children’s Services – 020 8726 6400. Where staff are proven not to have acted inappropriately, support will be given and they will be supported.

The Public Interest Disclosure Act 1998 seeks to protect employees from discrimination as a result of ‘blowing the whistle’ on their organisation, or individuals within it, through amendments to employment law.com

**ELECTRONIC DEVICE POLICY**

Including all electronic devices such as mobile phones, smart watches, iPads, tablets and cameras.

This policy refers to all electronic devices with imaging and sharing capabilities, able to take pictures, record videos, send or receive calls and messages. This includes but is not limited to : cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically, capable of connecting us to the outside world. We will adapt the policy to include all devices we deem required to safeguard children.

Our priority is to keep children safe in line with safeguarding procedures and requirements. Whytebeams insists on the safe and appropriate use of all electronic devices on the premises. It is also our intention that staff, volunteers and visitors at Whytebeams should feel protected from any allegations of improper use of their electronic devices. Therefore, the following policy is in place:

**Mobile phones and other devices that accept and allow calls, messages and video calling**

At Whytebeams we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education. To ensure the safety and well-being of children we do not allow staff to use personal mobile phones during working hours.

**Telephones (landline & mobile)**

Mobile phones have become an integral part of our lives today, however, protecting the children from harm is our priority and we must all be vigilant against the misuse of mobile phones. This includes : staff becoming distracted by their mobile phone and anyone taking photographs and videos of children with them. The recording, taking and sharing of images, video and audio on any mobile phone is not permitted under any circumstances for any individual entering the setting.

The primary use of telecommunications is via our nursery landline however we do have a mobile supplied by the nursery which can be used to make and take calls or texts messages from parents, carers and other professionals. It may also be used on outings. The camera is not to be used to take images of children at any time.

No mobiles or iPads, including the nursery mobile, or nursery iPads are be taken into the toilets at any time.

**Staff Personal Mobile Phones/smartwatches/fitbits**

* Staff personal mobile phones must be kept in their bags in the kitchen. This is to protect the children from misuse but also to protect the staff from any potential situation that could be misinterpreted.
* Smart watches and fitbits may be worn but the camera must be disabled and notifications silenced. Staff may use them only to tell the time. Spot checks will be carried out by the management team.
* Staff may use their personal mobile phones on their breaks either in the kitchen or in an area where no children are present. We do not have a staff room therefore staff are asked to assess a suitable area or ask the management team.
* Mobile phones and devices may only be checked or used outside of contracted working hours even if the children have left the building.
* If staff need to make a call in an exceptional circumstance, they may do so by asking permission from the management team and using a suitable area away from the children.
* Nursery staff and volunteers ensure that the work telephone number is known to immediate family and other people who need to contact them in an emergency.

Tel: 020 8660 1641 Mob: 07591 232264.

**Parents and Visitors mobile phones**

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care and share information about the child’s day :

* Parents and visitors are requested not to use their mobile phones whilst on the premises including outside at drop off and collection.
* If you are found to be using your phone inside the nursery premises you will be asked to finish the call or take the call outside. We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child.
* Visitors are requested to leave their mobile phones or devices in their bags and either keep bags with them or leave them in the kitchen.

**Photographs and videos**

At Whytebeams we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings taken of children in our nursery are only done with prior written permission from each child’s parent and only share photos with parents in a secure manner. We obtain this when each child is registered via the enrolment form and ask that parents update us of any changes.

We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child’s learning journey; for display purposes; for promotion materials including our nursery website, and the local press; we never post photos of children’s faces on our social media platforms. We ensure that parents understand that where their child is also on another child’s photograph, but not as the primary person, that may be used in another child’s learning journey. If a parent is not happy about one or more of these uses, we will respect their wishes and endeavour to find alternative ways of recording their child’s play or learning.

* Staff are not permitted to take any photographs or recordings of a child on their personal devices e.g. cameras, mobiles, tablets or smartwatches and may only use those provided by the nursery.
* The nursery manager will conduct regular checks on nursery devices with regard to photographs and recordings to ensure the children are safeguarded. Parents are not permitted to use any recording device or camera (including those on mobile phones or smartwatches) on the nursery premises without the prior consent of the manager.

During special events, e.g. Christmas and Summer Show, a professional videographer will create a video of the performance. We also have a photographer visit the nursery twice a year for individual and group photos. Permission for this will be gathered on the enrolment form or separately by email. Parents will be informed in advance of the events and given the option to remove their child if they wish by notifying us. Hired videographers and photographers will provide a clear enhanced DBS and will only work with children alongside an employed member of staff. They will be required to provide a DBS and sign safeguarding and confidentiality agreements before carrying out their work.

We ask that parents do not download photos from our social media sites or online learning platforms or share any images from Tapestry on social media.

**SOCIAL NETWORKING POLICY**

Whytebeams has a Facebook page which we welcome you to join. Parents and carers will benefit from keeping up to date with what’s happening at nursery as well as keeping in touch with other parents and carers.

We have an obligation to safeguard all children as well as staff and parents at Whytebeams. The Whytebeams group is a closed group for safeguarding reasons. We have put some guidelines in place within this policy to ensure that social networking is enjoyed but also respected.

With regard to **all** social networking sites including Facebook and our Facebook page:

* Remember at all times to be respectful and keep posts & comments professional and relative to our parent, carer/staff relationship.
* Staff and parents must not contact each other personally via social media unless they are ‘friends’ outside of the nursery.
* Posts are to be kept general and not specific to any child or parent/carer without their permission.
* Staff should not mention the nursery or name any staff member, parent, carer or child in personal comments/posts/blogs.
* Staff should not use social networking whilst on duty. The exception to this is the manager, deputy or administrator who will use Facebook for posts relevant to the nursery.
* Staff should be aware that their personal actions captured via images, posts or comments can reflect on our setting.
* Please report any abuse of social networking with regard to Whytebeams or its staff, parents, carers and children to the manager or deputy.
* Please do not post any photos or videos of individuals other than yourself or your child.
* We advise parents not to post photos/videos of their child on our Facebook page as social networking sites are targeted by that intent on abusing children.
* If in doubt about how comments, posts, blogs, photos or videos may appear, don’t post or upload them. You could be at risk of libel, or disciplinary action (staff).
* Please ask the manager if you have any questions or are unsure.

**Computer, laptop and iPad Security**

All technology used for the purpose of our work has password protected security. Computers, laptops and iPad all have passwords and pins. Systems will lock after a short set period of time. The above technology is for use relating to work and is not to be used for personal reasons in the workplace. Sensitive or confidential documents held on laptops will be password protected. Storage devices will be password protected. We may use the above technology to help children learn and develop their ICT skills as part of the EYFS curriculum. Children will only use technology with adult supervision and support in line with safeguarding duties.

Please see our Privacy Notice and Data Protection Policy for full details.

**Staff Babysitting Policy**

Should a parent wish a member of staff to babysit for them outside of nursery a ‘babysitting agreement’ will need to be completed by the staff member, parent and nursery manager. An agreement can be requested from the nursery manager and it is the responsibility of the staff member to inform the parent that the agreement must be read and completed prior to babysitting taking place. and request completion of the agreement. The agreement outlines that they are not responsible for the care offered by a staff member outside of their role at Whytebeams and that any agreement is between the staff member in a personal capacity and the parent requesting the babysitting service. This must be done before any babysitting takes place for reasons of safeguarding.

**Child Minding**

Some staff are also registered childminders and undertake that work outside nursery hours and this is permitted. We ask to be informed that person is providing a childminding service. If children at Whytebeams are also to be cared for by a staff member in a childminding capacity it is understood that when childminding they do so as an individual and not as an employee of Whytebeams. It is the staff member/child minders responsibility to make this clear to parents and we advise they do so by email.

**INCLUSION, EQUALITY AND DIVERSITY POLICY**

All early years settings must consider and meet relevant employer and service provider duties as set out in the Equality Act (2010) and in accordance with the UN Convention of the Rights of the Child.

**Our Whytebeams family, children, staff, parents, carers, volunteers and visitors will be respected as individuals, regardless of race, religion, gender, disability, background, social class, marital status, age or situation.**

**Our aims :**

* Provide a safe and secure environment with equality of opportunity, where children can flourish confidently knowing we welcome their individuality.
* Treat our children, colleagues, applicants, parents, carers, visitors & volunteers fairly, equally and with respect.
* To provide an environment in which children can thrive and achieve all outcomes of the EYFS ‘Development Matters’ and ‘Birth to 5 Matters’ and reach their full individual potential.
* To ensure all children make good and expected progress from their starting points.
* To actively encourage and develop positive attitudes, actively challenging and eliminating all types of discrimination, disadvantage and harassment.
* Provide a learning environment where all individuals see themselves reflected, represented, and feel a sense of belonging.
* Prepare children for a life in a diverse society in which they are able to identify their place in their community, the world and know their rights.
* Include and value the contribution of all families in our care.
* Adhere to relevant legislation to ensure equality and inclusivity in the service we provide.

**To achieve our aims, we will:**

* Promote and provide a friendly, inclusive and welcoming environment for all.
* Make our facilities and services available and accessible at times that suit parents, carers and children where possible.
* Ensure that our services are known to be available by all who may have the need for them.
* To make a reasonable adjustment to our care or provision where practicably possible.
* Promote British Values within the setting as part of our daily routines.
* Show respectful awareness of all the major events, festivals and cultural celebrations in the lives of the children & families in our care as well as those built into our curriculum.
* Create an environment and atmosphere where there is diversity and choice.
* Allowing children a voice and ensuring it is heard.
* Broaden our own and others knowledge of different cultures, recognising and acknowledging the differences between our values and beliefs and those of others.
* Be aware of and address our own prejudice and actively challenge any prejudiced attitudes and statements, discriminatory behaviour, remarks or language, bullying and harassment.
* Report discrimination or harassment through the correct channels, or nursery manager/deputy.
* Not tolerate behaviour from an adult which demonstrates dislike and prejudice towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour towards specific groups of people and individuals who are British Citizens residing in the UK.
* Ensure we communicate with all potential users and endeavour to provide translation/interpreting where possible to ensure that all parents, children and staff are able to communicate with one another.
* Provide and maintain a wide range of appropriate resources and materials and activities that reflect the diversity of our community, especially our families within the setting.
* Provide opportunities for children to explore, acknowledge and value similarities and differences between themselves and others.
* Recruiting fairly in accordance with our policies.
* Where discrimination occurs, be sensitive to the feelings of the victim(s) and to help those responsible to understand and overcome their prejudices.
* Carry out induction, supervision, appraisals & continual training to ensure continual professional development for all staff.
* Provide additional help, if required, to any of our children for whom English is an additional language, and endeavour to provide translation/interpreting ensuring all parents, children and staff are able to communicate with one another.

**Relevant legislation**

* The following legislation informs our practice
* Sex Discrimination act 1975 (amended 1986)
* Race Relations Act 1976 and Race Relations (Amendment) Act 2000.
* Employment Equality Regulations 2003 (as amended in 2006)
* The Children’s Act 2004
* The Disability Discrimination Act 2005
* Equality Act 2010

**Action to be taken in any case of discrimination:**

* All cases of discrimination will be logged and reported to the Manager or Deputy.
* The management team will consider whether discrimination has occurred and agree on appropriate action and response, notifying the person raising the concern within 10 days.
* Actions will be implemented and monitored as appropriate which may include disciplinary procedures, criminal or legal proceedings.
* A report will be produced detailing the incident and recording any actions or outcomes.
* Where appropriate other agencies will be informed.

**SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) POLICY**

Whytebeams aims to provide an inclusive and accessible environment for all children, where play and learning will be appropriate to each child's individual needs.

**Our appointed SENCo’s are Emma Colliety & Julie Perôt.**

**Early Years Practice Procedures**

**Identification, assessment and support for children with SEND**

We have regard for the Special Educational Needs and Disability (SEND) Code Of Practice : 0-25 (2015) which states that local authoritiesmust ensure that all early years providers that they fund in the maintained, private, voluntary and independent sectors are aware of the requirement on them to meet the needs of children with SEN and disabilities.

When securing funded early education for two, three- and four-year-olds local authorities should promote equality and inclusion for children with disabilities or SEN; this includes removing barriers that prevent access to early education and working with parents to give each child support to fulfil their potential.

The term SEN support defines arrangements for identifying and supporting children with special educational needs and/or disabilities. We are required to offer appropriate support and intervention and to promote equality of opportunity for children that we care for. Children’s SEND generally falls within the following four broad areas of need and support these:

* Communication and interaction
* Cognition and learning
* Social, emotional and mental health
* Sensory and/or physical needs

**Graduated Approach**

**Initial identification and support (identifying special educational needs)**

* Ongoing observations and formative assessment forms part of a continuous process for observing, assessing, planning and reviewing children’s progress.
* Children identified as having difficulty with one or more area of development should be given support by applying some simple strategies and resources.
* For most children application of some simple differentiation approaches will be enough to build confidence and help the child develop, 9.12a SEN Support: Initial record of concern form can be used for this purpose.
* If despite applying different strategies, a child continues to struggle and is showing significantly more difficulty with learning than their peers or has a disability which requires specific adjustments, then the key person should raise a concern with the setting’s SENCo/setting manager and the child’s parents.

**Observation and assessment of children’s SEN**

Where a child appears to be behind expected levels, or their progress gives cause for concern, educators should consider all the information about the child’s learning and development from within and beyond the setting.

* Information can be collated from formal checks such as the progress check at age two, observations from parents and observation and assessment by the setting of the child’s progress.
* When specialist advice has been sought externally, this may be used to help determine whether or not a child has a special educational need (SEN).
* The SENCo will use this information to decide if the child has a special educational need and may discuss this with the manager and child’s keyworker.
* If the decision is that the child does have a SEN and the parents are not already aware of a concern, then the information is shared with them. Once parents have been informed, they should be fully engaged in the process, contributing their insights to all future actions for their child.

**Planning Intervention**

* Everyone involved with the child should be given an opportunity to share their views. Parents should be encouraged to share their thoughts on the child’s difficulties and be involved in the decision as to what will happen next.
* A first intervention option may be to carry on with applying differentiated support and to review the child’s progress at an agreed date. If the child’s needs are more complex, then the decision maybe to go straight ahead and prepare 09.13b SEN support: Action plan with detailed evidence-

based interventions being applied straight away and simultaneously external referrals made.

* If relevant, then the child should be appropriately included in development of the action plan but only at a level which reflects their stage of comprehension.
* 09.13b SEN support: Action plan described below, ensures that children that are identified, or suspected of having a SEN will receive the right level of support and encouragement with their learning and development as early as possible.

**Involving The Child**

* The SEND Code of Practice supports the rights of children to be involved in decisions about their education.
* Inclusion of children with SEND helps build self-confidence and trust in others.
* Ascertaining children’s views may not be easy, a range of strategies will be needed.
* Accurate assessment helps identify children’s strengths and possible barriers to learning.
* The key person and setting manager/SENCo work in partnership with parents and other agencies to involve the child wherever appropriate.
* Children are involved at appropriate stages of the assessment and to their level of ability.

**SEN Support Plan**

* SEN support plan: Action plan, should show what support is required to help achieve outcomes for the child and detail the frequency of these interventions and who will apply them and with what resources.
* A review date (at least termly) should be agreed with the parents so that the child’s progress can be reviewed against expected outcomes and next steps agreed.
* A copy of the plan is stored in the child’s SEN fileso thatany other member of staff or an inspector looking at the file will see how the child is progressing and what interventions have been or are being applied.
* If a child requires specific medical interventions during their time in the setting, 04.2a Health care plan form should also be completed and integrated into the general plans to ensure the child’s medical needs are known and safely met.
* The action plan should provide an accessible summary of the child’s needs, which can be used if further assessment is required including a statutory Education Health and Care (EHC) Assessment, and development of an EHC plan.

**Drawing up a SEN Action Plan**

* If external agencies are already involved at this stage, then they should also be invited to help decide on what appropriate interventions are needed to help meet outcomes for the child. The SENCo should take the lead in coordinating further actions including preparation of the action plan and setting short-term targets.
* Where there are significant emerging concerns (or an identified special educational need or disability) targeted action plans are formulated that relate to a clear set of expected outcomes and stretching targets.
* SEN support: Action plan, highlights areas in which a child is progressing well; areas in which some additional support might be needed and any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It describes the activities and strategies the provider intends to adopt to address any issues or concerns.
* Planned intervention should be based on the best possible evidence and have the required impact on progress with longer-term goals covering all aspects of learning and development and shorter-term targets meeting goals.
* The plan should focus on the needs of the child, the true characteristics, preferences, and aspirations of the child and involvement of the parents with a clear set of targets and expected outcomes for the child.

**Effective planning at this stage should help parents and children express their needs, wishes, and goals and plans should:**

* focus on the child as an individual and not their SEN label
* be easy for children to understand and use clear ordinary language and images, rather than professional jargon
* highlight the child strengths and capacities
* enable the child, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future
* tailor support to the needs of the individual
* organise assessments where possible to minimise demands on families
* bring together relevant professionals to discuss and agree together the overall approach

If the child does not make progress and multi-agency support is sought, then it is at this point that Early Help/CAF assessment should be considered.

**Record Keeping**

If a child has or is suspected of having a SEN, a dated record should be kept of:

* the initial cause for concern and the source of this information, (the progress check at age two and/or outcomes of previous interventions). SEN support plan : Initial record of concern form can also be used for this purpose drawing information from other sources
* the initial discussion with parents raising the possibility of the child’s SEN
* the views of the parents and other relevant persons including, wherever possible, the child’s views.
* the procedures followed with regard to the SEND Code of Practice to meet the child’s SEND e.g. SEN action plan, referrals to external agencies and for statutory assessment
* evidence of the child’s progress and any identified barriers to learning
* advice from other relevant professionals; and all subsequent meetings with parents and other persons and any subsequent referrals

**Records May Include**

* observation and monitoring sheets
* expressions of concern
* risk assessments
* access audits (01.1b)
* health care plans (including guidelines for administering medication)
* SEN action plans
* meetings with parents and other agencies
* additional information from and to outside agencies
* agreements with parents
* guidelines for the use of children’s individual equipment; Early help CAF referrals
* referral to the local authority identifying a child’s special educational needs and request for statutory Education, Health, Care (EHC) needs assessment; and a copy of an EHCP.

**Seeking Additional Funding**

If the child’s needs cannot be met from within the setting’s core funding, then it will be at this point that the evidence collated will be used to apply for top up/enhanced funding from the local authority’s inclusion fund. If a new or existing child is disabled, then the setting should check if the family is in receipt or have applied for Disability Living Allowance. If so, the setting will be able to apply to their local authority for the local Disability Access Fund.

**Statutory education, health and care (EHC) assessment and plan- Statutory assessment**

* If a child has not made progress, then the next steps may be for the child to undergo an Education, Health and Care Assessment.
* If a child is under compulsory school age, the local authority will conduct an EHC needs assessment if they consider that the child’s needs cannot be met within the resources normally available to the early years setting.
* Children aged under age two are eligible where an assessment has indicated that the child is likely to have SEN which requires an EHC plan when they reach compulsory school age.
* When a child’s needs appear to be sufficiently complex, or the evidence suggest specialist intervention then the local authority is likely to conclude that an EHC plan is necessary
* The local authority should fully involve the parent and must seek advice from the setting in making decisions about undertaking an EHC assessment and preparing an EHC plan.

Settings should prepare by collating information about the child’s SEND including:

* documentation on the child’s progress in the setting
* interventions and support provided to date
* evidence of external agency assessment, support and recommendations
* parental views and wishes (and where appropriate those of the child)

The information will then be submitted to the local authority to allow them to accurately assess the child in the context of the support already given.

* The local authority mustinform the child’s parents of their decision within six weeks of receiving a request for an assessment and give its reasons for their decision. If the local authority decides to conduct an assessment, it must ensure the child’s parents are fully included right from the beginning and are invited to contribute their views. If the local authority subsequently decides not to conduct an assessment it must theninform the parents of their right to appeal that decision, of the requirement for them to consider mediation should they wish to appeal.
* If the local authority decides that a statutory EHC plan is not necessary, it mustnotify the parents and inform the provider, giving the reasons for the decision. This notification musttake place within 16 weeks of the initial request or of the child having otherwise been brought to the local authority’s attention.
* If the decision following an assessment is to compile an EHC plan the local authority should consult collaboratively with the parents in the preparation of the plan ensuring that their views and their child’s preferences are taken into account and that plans describe positively what the child can do and has achieved to date.
* Plans are evidenced based and focus on short term outcomes and long-term aspirations for the child including family and community support. Parents have the right to request a particular provision for their child to be named within their EHC plan.
* If an early years setting is named, the local authority must fund this provision. They cannot force a setting to take a child and can only name the provision in the EHC if the setting agrees.
* Local authorities should consider reviewing an EHC plan for a child under age five at least every three to six months. Such reviews would complement the duty to carry out a review at least annually but may be streamlined and not necessarily require the attendance of the full range of professionals, depending on the needs of the child. The child’s parents mustbe fully consulted on any proposed changes to the EHC plan and made aware of their right to appeal to the Tribunal.

**External intervention and support**

Where external agency intervention has been identified to help support a child with SEND then this intervention should be recommended in writing by a suitably reliable source such as a speech and language therapist, paediatrician or educational psychologist.

**Further guidance**

[SEND Code of Practice: 0 to 25 years](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25) (DfE and DoH 2015) [Ready, Steady, SENCO](https://portal.eyalliance.org.uk/Shop#!prod/303f4ad6-7564-ea11-a811-000d3a0ba8fe/curr/GBP) (Alliance 2018)

**ADMISSION POLICY.**

Whytebeams is open to all children and their families. We accept children aged 2 to 5 on a “first come first served” basis and begin a wait list once we become full. We always encourage a visit to the nursery first for prospective parents and children where you can see the nursery on a normal day and take a tour. Should you wish to enrol your child you will need to complete an enrolment form and select your preferred choice of days. We will try our best to accommodate requests and this is dependent on availability.  Once we have received your completed enrolment form and booking fee, if applicable, we will email or write to you confirming your child’s place and choice of days. At this time, it is helpful to know any extra days that might be required the following year to avoid the possible disappointment should days not be available. We send out regular reminders asking if any extra sessions are required, and if there are any spare sessions we will happily allocate them. So children can settle effectively we have a 2 session minimum per week.

**Waiting List**

If we are full at the time of required entry, we can add your child’s name to the waitlist. In this instance parents should complete and send an enrolment form which we will hold record, along with any deposit due. Places on the waiting list will be allocated on a first come first served basis and should a place become available we will contact the parents to arrange a start date.

**Siblings**

With regard to the placement of siblings, parents should make a new enrolment and follow the admissions procedure. If a child leaves to start school that place cannot become available to subsequent siblings, unless a separate application has been made and accepted through the usual process. It is still necessary to book early to obtain the required dates.

**Funding**

**3-4 Year Old Funding**

All children can receive 15 government funded hours per week in the term after their third birthday. This means that all children who are aged three before 31st August will have no fees to pay if they attend for 5 sessions or less. Extra sessions can be booked and paid for in addition if required. Please see our fees section below. Anyone receiving funding who wishes to access a sixth or seventh session for their child will have to pay the sessional rate. 2 sessions are the minimum requirement.

For families entitled to the 30 hour funding we can offer up to 21 hours of these

with a current government funding code. Funding may be split with another provider or childminder.

The cut off dates for allocation for funding are: 31st December, 31st March and 31st August.

**Paid for places**

We accept children on a paid for basis from the age of two and a huge benefit is early education and social interaction which set the foundations for success and confidence.

**Tax Free Childcare & Childcare Vouchers**

Whytebeams accepts tax free childcare and childcare vouchers to pay for your childcare.

**2 Year Old Funding**

Some families are eligible for 2 year old funding and we offer places for children with 2 year old funding from the government. Please enquire about eligibility or see the criteria on the Government’s website. Places may be limited due to the enhanced adult to child ratio required for 2 year olds.

**EYPP Early Years Pupil Premium for 3 & 4 year olds**

This additional funding was introduced in April 2015. National data and research have shown that children from families on low income tend to progress less than others. The government provides childcare settings with additional funding called the EYPP in order that we can better support these children’s potential needs and close the gap between children’s attainment. Families on the certain support schemes and tax credits are asked to complete a confidential voluntary registration form so that we can claim the funding.

These include; income support, income based job seekers allowance, income related employment support allowance, support under partV1 of the Immigration & Asylum Act 1999, the guaranteed element of State Pension Credit, Child Tax Credit – income dependant, working tax credit run-on and Universal Credit.

The nursery can use the funding to support children in a variety of ways from staff training, extra small group work, buying new resources, activities and specialised areas such as speech and language therapy. We can also use funding to cover the cost of extra-curricular activities such as Musical Theatre and Skillz football sessions. We monitor children’s progress as a measure of success. Please ask the manager or deputy if you have any questions or think you might qualify for EYPP.

**STATEMENT OF FEES AND FUNDING**

Our fees are laid out below and are payable termly:

1 session £350 – (as an add on)

2 sessions £700 – (minimum sessions per week)

3 sessions £1050

4 sessions £1400

5 sessions £1750

6 sessions £2100

7 sessions £2450

We do accept childcare vouchers and payments via the tax free childcare scheme.

Please note that fees are non-refundable and in the event of closure due to unforeseen circumstances we are unable to refund or replace lost sessions. Please see our emergency closure policy and safeguarding policy for further clarification.

We charge a £2 per morning session consumables charge, which will be payable before the start of each term.

**Terms and Conditions of Enrolling your child in Whytebeams.**

Once you have completed the Enrolment Form please return it to us. You will receive an email confirmation once your form is received.

We charge a £2 per morning session consumables charge which will be payable before the start of each term. Bank details will be provided for a transfer. Afternoons can only be attended if the morning session is already booked.

A term’s notice, in writing, is essential if you no longer require a place or if changing the days originally booked. If less than a term’s notice is given, we reserve the right to charge fees in lieu. If your child is funded and they move to another setting, Whytebeams will claim 4 weeks funding from the notice date given, then further fees may be due if you have failed to give us a months’ notice in the first instance.

**SETTLING IN POLICY.**

It can be a daunting time leaving your child for the first time and we fully understand the trust you place in us as a provider. It is important to us that parents and children feel comfortable and secure at Whytebeams and our experienced and caring team are at hand to talk through any concerns and offer support. Our tried and tested settling in systems support a strong transition into nursery.

**Settling Process**

We always encourage a nursery visit before enrolment so your child can experience the environment and you can assess if it is right for you and your child. Once enrolled, parents and children are invited to

settling in sessions to spend time with us in the term before starting. This provides an opportunity for you and your child to spend time in the nursery during a normal session, getting to know the nursery and meet the staff. At the start of the term in September we have different settling sessions for our returning and new children to allow each group to settle in appropriately. A key worker is allocated to each child and their family to assist them in the settling in period and parents. Key workers are responsible for their children’s progress, development and records; however, all staff care for children collectively as part of our holistic approach. Each child and parent are different and we tailor our support for each family accordingly.

In our experience, we find children settle more effectively if parents make the drop off quick and simple, saying goodbye and assuring their child they will soon be back. We find that if some parents stay, other children can become upset if their Mummy or Daddy isn’t there. Staff are on hand to assist and support separation and provide children with comfort, distraction, and reassurance. If children are upset staff are always on hand to provide appropriate physical comfort, such as a hug if needed. Some children prefer to be left alone and, in this instance, staff will always remain close by.

Once the day begins children get easily distracted in all the fun activities on offer, however we would always call you if we felt your child was overly upset. If this persists and we feel your child wellbeing is at risk, we can graduate the time they stay from an hour to an hour and a half and so on. There is time

each morning where parents can speak with staff face to face parents are always welcome to call the nursery on 020 8660 1641 or 07591 232264 to see how their child is at any time.

If your child had a nanny or childminder, we ask that you introduce them to us, before or on your child’s first day, and that they have the password for collecting your child. We need to be informed in advance if anyone different is collecting your child who we haven’t met. You must provide their full name, relationship to the child and they must have the password which they will be asked upon collection. We may ask parents for the password in the first few weeks as we get to know everyone so, please ensure you know this and have it ready.

We are happy for children to bring ‘comfort’ toys or items into nursery until they feel settled. However, we cannot take responsibility for any lost or damaged items from home.

**Meetings**

Welcome meetings take place with your child’s keyworker within 2-3 weeks of your child starting so we can discuss their settling and early progress. It is also an opportunity to get to know each other better and so we can learn important knowledge about children. Depending on your child’s age we will invite parents for one or two further meetings once their child has settled.

Please feel free to speak to the manager at any time regarding any concerns they may have regarding settling in their child into nursery.

**PARENTAL PARTNERSHIP & INVOLVEMENT POLICY**

**Partnership**

We recognise that parents are the prime educators of their children and place value on building and maintaining a positive partnership with them from day one. We do this by providing a welcoming, inclusive environment alongside good regular communication. Getting to know parents and children well helps us best support the whole family. Prospective parents are welcome to visit the nursery whenever they wish and will always be made welcome. When parents enquire about a place, we invite them for a visit so they can see if the environment is right for their child and email them our prospectus and enrolment form. This provides parents with information about the setting and the nursery contact details.

Once parents enrol their child they will be invited to settling in sessions and receive a ‘Welcome Pack’ full of useful information. Parents are also sent a link to sign up to Tapestry and are asked to complete the All About Me Section. Via Tapestry parents can see their child’s learning journal in real time and are encouraged to contribute towards it. When children start, families are introduced to their keyworker and a welcome meeting is held within 2-3 weeks of a child’s first day. Keyworkers regularly communicate with parents face to face and by Tapestry. Open mornings and further parent meetings are offered throughout the year.

We send updates to parents by email at the beginning of each term and as necessary. Regular updates

about our curriculum and learning are posted on our Facebook and Instagram page. Our curriculum plan has a topic that changes every 2 weeks and this is on display in the setting alongside our whole year plan. Parents can see our curriculum and what their children will be learning across the year and in depth every 2 weeks.

Parents have access to any relevant information, including our policies and procedures which can be emailed upon request. The management team and staff are always available to answer any queries and can arrange a more formal meeting at nursery if required.

Parents can access their child’s developmental records via our online software and can ask for feedback from their key person or any other member of staff whenever they wish to. We encourage parents to add comments or observations to their child’s online record at any time. We value parental input for the planning of the curriculum for their children’s interests.

**Visits and Involvement**

Parents are encouraged to become involved with our activities. We know many of our parents have exceptional skills in many areas! If any parents would like to come and share them with the children, they would be most welcome. On the other hand, if parents would just like to come down one morning and join in the ‘fun’, again they would be more than welcome. You can arrange a suitable by time by speaking with the nursery manager. If you are coming to help or visit as a parent, please arrange childcare for any younger children or babies as a matter of health and safety.

**ARRIVAL PROCEDURE**

* Doors will open at 8.30am for children attending our early start session, 9.00am for the morning session and 12 noon for the afternoon session.
* On arrival, please place children’s water bottles in box outside and pass them their belongings to bring inside before saying goodbye. This encourages ownership and independence.
* Children will hang up their belongings with staff support before having hands sanitised and then going to find an activity of their choice. In the afternoon a staff member will take children from the foyer into the registration circle or activity.
* If you are not collecting your child at the end of the session, please inform the member of staff on register and complete the collection book providing the name of the person who will be collecting. Please ensure the person who is collecting has the password.
* If you are collecting your child early at 2.30pm, please inform the person on register. Likewise, if you usually collect at 2.30pm but need a 3pm collection.
* Please inform us if your child needs to leave a session for any reason, such as a doctor’s appointment.
* Registration takes place at 9.00am and 12 noon. We have a duty to record and follow up on any late arrivals or absences in our register. Please see our absence policy.

**DEPARTURE PROCEDURE**

The morning session ends at 12 noon and the afternoon session at 3.00pm. Children can be collected early at 2.30pm. Children will gather their own belongings and sit down for a circle time where we hand out any work, sing our going home song and say goodbye. We ask parents to queue outside, and children will be sent out one at a time according to the queue. We ask that you do not push to the front or rush our going home process, as at this time we are closely checking that the right child goes with the right parents and check any passwords or any accident forms as necessary. Please hold onto children in the car park for safety.

Only persons named as collectors on the child's registration form and those we have been informed about are allowed to collect. This is for your child’s safety and security.

* We have a duty to record late collections.
* If you wish to speak to a staff member, please wait until all most parents/carers and children have left the building.
* Staff on the door are there to check that children leave with the right parent/carer so please don’t distract them.
* Anyone who is not known to us and arrives to collect a child will be required to give us the child’s relevant password. We may in addition call the parent if necessary. If we do not know the person collecting and they do not have the correct password, we cannot allow them to take the child.
* Persons authorised to collect children must be over 16 years of age.
* Parents are responsible for notifying the nursery in writing of any changes in family circumstances that may influence who is allowed to collect the child.

**LATE COLLECTION POLICY**

If due to unforeseen circumstances, parents/carers may not be able to collect their children on time, please call the nursery to inform us. A staff member will look after any child who is waiting to be collected with another member staff present. However, should a parent/carer fail to collect their child at the end of the session, without prior warning the following procedures will be followed:-

* Every effort will be made to contact the parent/carer.
* If we are unable to make contact with either parent or the main carer, the families emergency contact will be called and asked to collect the child.
* If a child is uncollected after reasonable attempts to contact the parents, or emergency contacts, the matter will be reported to Croydon MASH Multi Agency Safeguarding Hub on 0208 255 2888 or 020 8726 6400 out of hours, for advice in regard to the situation.
* Two staff members will remain with the child, one of whom is the manager or deputy manager.
* This will be recorded as a concern in the child’s record and may result in a safeguarding log and/or referral being made. MASH may also take action.

**Late Collection Fees**

We do not offer late collection. If you collect your child after 3.10pm, we may charge a late collection fee of £5. If you collect your child after 3.30pm then a £10 fee will be charged.

**ATTENDANCE AND ABSENCE POLICY**

We encourage good and regular attendance at nursery so that children can fully access all learning opportunities and reach their full potential. This is especially important in preparing children for school. We keep a register and record all absences, late arrivals, and late collections. Children’s attendance will be monitored closely for safeguarding reasons. If absence or lateness is a persistent problem it will be recorded as a concern in your child’s general welfare log. A meeting may be arranged at the setting with parents and a member of management.

Should your child be unable to attend nursery on their nominated day, we ask that you give an explanation by phone, text, or email by 10am on the day of absence. Please notify us by email in advance, if you are going on holiday and provide the dates your child will be absent. If your child is unwell, please let us know their symptoms so we can be aware of any illnesses circulating and keep an eye on them when they return. You should notify us on each day that your child is absent if this goes beyond the initial first absence.

If we do not have an explanation of absence, we will contact you or your emergency contacts that day.  If we fail to make contact within 48 hours by phone or mail, or have reason to be concerned about a child’s safety, this may result in Whytebeams contacting Croydon Children’s Services via MASH (Multi Agency Safeguarding Hub). This is in accordance with the Children’s Act 2004.

If a child is reluctant to attend the setting, and struggling to settle, communication between parents and nursery is encouraged so support can be put in place. We advise against covering up children’s absence or

to give into pressure to excuse them from attending. This gives the impression that attendance does not matter and may make things worse. We encourage a good partnership with parents and offer settling support where needed. We are here to help.

**HEALTH & SAFETY & HYGIENE POLICIES**

**GENERAL HEALTH & SAFETY**

This policy has been created alongside associated procedures in 01.1 to 01.22 Health and Safety of the EYFS and in line with the 1974 Health and Safety Act. We meet the statutory requirements for health and safety and fulfil the criteria for meeting the Early Years Foundation Stage Safeguarding and Welfare Requirements.

**Designated Health and Safety Officer : April Alderton, Manager.**

The director has overall responsibility for ensuring that this policy is implemented. Daily responsibility rests with the manager or deputy in their absence.

**Aims**

At Whytebeams we aim to provide and maintain safe and suitable conditions for all children, employees, and visitors. We will ensure our provision is a safe and suitable place for children to be cared for, where they can grow and learn. We will provide a safe and suitable working environment for staff to carry out their duties and work with other professionals and agencies when appropriate to ensure the health and safety of all children.

We recognise that we have a corporate responsibility and duty of care towards those who work in and receive a service from our provision. Legislation requires all those individuals in the given workplace to be responsible for the health and safety of premises, equipment and working practices. Individual staff and service users also have responsibility for ensuring their own safety as well as that of others. Adherence to policies and procedures and risk assessment is the key means through which this is achieved.

**Our Building**

Our building is rented and our landlord is St John The Baptist Church, Diocese of Southwark. They are responsible for ensuring the property is safe and fit for purpose in accordance with the law including maintenance, health and safety checks, risk assessment and other duties required as a landlord. We have our own risk assessments, insurance and health and safety checks in place and any concerns about the building are reported to the landlord and proprietor for action. The premises is for the sole use of Whytebeams during all sessions.

**To ensure a Safe & Healthy environment we will;**

* Ensure Insurance is in place (including public liability) and an up-to-date certificate is always displayed.
* Actively ensure the health and safety policy is adhered to at all times by staff, parents, children and visitors and maintain appropriate adult to child ratios.
* Ensure all adults are aware it is their responsibility to work safely and efficiently and to report any hazards that could lead to injury or damage to the manager.
* Keep up to date information and give training on all aspects of health and safety.
* Ensure risk assessments are monitored and reviewed by those responsible for health and safety including the directors.
* Carry out and record risk assessments annually on all areas of the premises in use and key working procedures.
* Risk assess new activities in advance.
* Carry out and record a daily risk assessment before opening and after registration at lunch time, both in and outside, to ensure a safe environment.
* Deal immediately with any identified risk, aiming to eliminate the risks and hazards, or do everything possible to control it.
* Involve children where appropriate so they may explore their environment safely whilst being aware of risk and making their own assessments for risk.
* Ensure our own electrical appliances conform to safety requirements and tested annually by a registered PAT electrician.
* Ensure electrical power points and plugs are protected with covers when not in use.
* Report any issues with the building including gas, electricity or electrical appliances owned by the church, to the landlord.
* Ensure hot drinks are kept out of children’s reach at all times.
* Ensure there is no unsupervised access to the kitchen.
* Ensure that all equipment is checked regularly.

**NO SMOKING OR VAPING or E-CIGARETTES POLICY**

Whytebeams operates a ‘no smoking, e-cigarettes or vaping policy’ at all times and in all areas of the nursery, including outside areas. This includes parents & visitors please. If children use any public space that has been used for smoking or vaping, staff should ensure there is adequate ventilation to clear the atmosphere.

**ALCOHOL, MEDICATION AND OTHER SUBSTANCES**

Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. To do so would mean disciplinary action would be taken. If staff are taking medication that they believe may impair them, they should seek further medical advice and only work directly with children if that advice is that the medication is unlikely to impair their ability to look after children. The setting manager must be informed.

**HOT DRINKS POLICY**

Staff may have hot drinks whilst at work, but these must be kept out of reach of children at all times.

**RISK ASSESMENT – Health & Safety and Procedures**

Risk assessment means: *Taking note of aspects of your workplace and activities that that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to and is updated when necessary*.

The law does not require that all risk be eliminated, but that ‘reasonable precaution’ is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

Risk assessments are carried out to ensure the safety of children, staff, parents and visitors. Legislation requires all individuals in the workplace to be responsible for the health and safety of premises, equipment and working practices. We have a ‘corporate responsibility’ towards a ‘duty of care’ for those who work in and receive a service from our provision. Individuals also have responsibility for ensuring their own and others safety.

Health and safety risk assessments inform procedures. Staff and, parents where appropriate, should be involved in reviewing risk assessments and procedures, as they are the ones with first-hand knowledge as to whether the control measures are effective and they can give an informed view to help update procedures accordingly.

**Risk Assessment Procedure**

* The setting manager will carry out a comprehensive annual risk assessment of the building, areas used by staff and children and visitors including outside and key working practices. This will be shared with the directors.
* Additional risk assessments will be carried out as necessary should a situation arise that requires more in-depth focus and any new activities will also be risk assessed in advance.
* Staff carry out a twice daily risk assessment or ‘safety sweep’ before opening and at registration after lunch. This is recorded in our register.

The following areas and key procedures will also be risk assessed annually and as necessary :

**Premises Areas**

* Main hall and little room
* Entrance and exits and the foyer
* Outdoor areas.
* Passageways, steps and connecting areas.
* Kitchen

**Key working practices**

* arrivals and departures
* changing nappies, and the intimate care of young children and older children
* preparation of snack
* children with allergies and special dietary needs or preferences
* cooking activities with children
* supervising outdoor play and indoor/outdoor climbing equipment
* supervising young children whilst asleep
* assessment, use and storage of equipment for disabled children
* visitors to the setting who are bringing equipment or animals as part of children’s learning experiences, for example ‘fire engines’
* following any incidents involving threats against staff or volunteers
* following any accident or incident involving staff or children

**Manual Handling Policy**

Manual handling at Whytebeams covers a wide range of activities such as lifting, carrying, pulling/pushing, lowering and moving equipment and sometimes lifting or carrying children.

It is the manager’s responsibility to provide basic manual handling training and advice as part of a staff induction. This will include advice on lifting children safely. Refreshers should be provided annually on

September inset day. A copy of our manual handling and lifting guidance (below) will be given to staff and an additional copy will be kept in the risk assessment file in the kitchen.

Regular risk assessments will take place. These will consider manual handling techniques and will assess and manage both current and future risks. So far as practically possible manual handling should be kept to a minimum.

**Staff Will**

* All staff comply with risk assessment and have a personal responsibility to ensure they do not lift objects likely to cause injury. Failure to do so may invalidate an insurance claim.
* Members of staff bring the setting manager’s attention to any new risk, or situations where the control measures are not working.
* Risk assessments may need to be changed for some individuals, such as a pregnant woman, or staff with an existing or previous injury or impairment that may affect their capacity to lift.
* Risk assessment is carried out of the environment in which the lifting is done. Features such as uneven floor surfaces, stairs, etc. add to the general risk and need to be taken into consideration.
* The setting manager ensures that they and their staff are trained to lift and move heavy objects and unstable loads correctly. Young children are also heavy and need to be lifted and carried carefully and correctly.

**Guidelines:**

* Do not lift heavy objects alone. Seek help from a colleague.
* Bend from the knees rather than the back.
* Do not lift very heavy objects. even with others. that are beyond your strength.
* Use trolleys for heavy items that must be carried or moved on a regular basis.
* Items should not be lifted onto, or from, storage areas above head height.
* Do not stand on objects, other than proper height steps, to reach high objects and never try to over-reach.
* Push rather than pull heavy objects.
* Do not carry heavy objects up or down stairs; or carry large objects that may block your view of the stairs.
* Do not hold babies by standing and resting them on your hips.

Please note this is not an exhaustive list.

Managers are responsible for carrying out risk assessments for manual handling operations, which includes lifting/carrying children and lifting/carrying furniture or equipment.

**TOILET HYGIENE**

* Toilets will be checked and cleaned after every use and twice daily as part of a risk assessment.
* Staff will ensure toilets are properly equipped with toilet roll, hand wash, wipes and hand towels to enable older children to manage their own toileting.
* Potties will be emptied immediately after use and cleaned with antibacterial spray. Changing mats will be cleaned as soon as possible after each use with antibacterial spray.
* Staff will wear gloves when changing nappies or wet or soiled clothes to prevent cross infection and maintain good practice in regard to contact with body fluids.

**HYGIENE TOILETTING POLICY**

* Staff will ensure children’s privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.
* Children are accompanied by a staff member who holds an enhanced clear DBS certificate and child protection procedures will be followed.
* Older children may go to the toilet independently if staff assess them to be competent. Children must tell an adult they are going and check in with them when they are finished.
* Staff will model good hygiene practice to the children.
* The door will remain open with a door guard and a curtain for privacy.
* Children will be encouraged to do as much for themselves as developmentally and age appropriate for their own independence and as part of safeguarding.
* Staff will ask children if they can wipe themselves or if they need help, and act accordingly.
* Children will be supported by a member of staff – please see the intimate care and toileting procedure section for further details.
* Children will be helped on and off the toilet as required and steps are available.
* Children will be encouraged with support to wash their hands every time they use the toilet, before lunch and snack and asked/taught why this is necessary, using warm water, handwash and paper towels to dry.
* Older children will be supervised to encourage good hygiene practice and to help them manage their own toileting with increasing independence in readiness for school.
* If a child needs to be changed staff will maintain a calm and positive attitude toward them and positively support them. Children will be encouraged to undress and dress themselves where they are able.
* When toilet training a child, staff will communicate with the parent to ensure consistency of practice between the home environment and Nursery. Agreed procedures can then be put in place to assist the child's learning.
* Ideally potty training should begin at home initially where children are most comfortable with less distractions before introducing learnt skills at nursery.
* Any concern a staff member may have in regard to a child will be immediately reported to the manager or deputy.
* Any safeguarding concern will be reported to the safeguarding lead or deputy.

**NAPPY CHANGING**

* All staff have induction and training in regard to good practice when changing nappies.
* Staff will ensure children’s privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.
* Children will be encouraged to fetch their changing bags with a member of staff to promote a positive involvement in the nappy change process.
* The staff member will communicate with the child while changing their nappy to make them feel confident and safe with the procedure.
* Staff will always wear gloves when changing nappies and change their gloves between each nappy change to prevent cross infection.
* The child will be safely placed on a clean changing mat on the changing table or floor whilst maintaining a safe environment for the child.
* The child’s clothing will be removed below the waist in order to remove the soiled nappy.
* Staff will gently wipe the child clean with baby wipes then allow a short time to dry before fitting a clean nappy.
* All nappies will be placed in nappy sacks and disposed of appropriately.
* Any soiled clothes will also be changed and soiled clothing will be placed in a sealed bag and put inside the child’s nursery bag ready to go home.
* The child will be lifted from the changing mat and encouraged to wash their hands while the staff member cleans the changing mat with an antibacterial spray. This will be done after each use to prevent cross infection.
* Staff will remove their gloves and wash their hands when all nappy changes have been completed.
* All nappy changes will be noted in our nappy change log.

**Toileting and Intimate Care**

At Whytebeams we are committed to safeguarding and promoting the welfare of children and young people. Part of our job involves caring for children whilst toileting, and during our care routines which may involve intimate care. As such we will ensure that all staff responsible for the care routines of children will undertake their duties in a professional manner at all times and will have a clear, enhanced DBS certificate. We are committed to ensuring that children are treated with sensitivity and respect. Staff will ensure children’s privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

**What is ‘Intimate care’**

Intimate care is defined as any care which involves cleaning, washing, wiping, touching or carrying out a procedure that most children carry out for themselves, but which some are too young to or are unable to do. Intimate care tasks are associated with bodily functions, body products and personal hygiene that require direct or indirect contact with intimate personal areas.

Examples include support with dressing and undressing (underwear and clothing), changing nappies, helping someone use the toilet or wiping

intimate parts of the body, cleaning a child who has soiled him/herself or vomited. It is also associated with other accidents that may require a child to remove their clothes. These include changes required as a result of water play, messy play, sickness and weather or a physical accident which requires staff to check a child for injury. Very young or disabled pupils may be unable to meet their own care needs for a variety of reasons and will require regular support.

**Practicalities**

It is generally expected that most children will be toilet trained and out of nappies before they begin nursery. However, we recognise that children may join Whytebeams having reached differing levels of independence and development in toileting and self-care. Therefore, it is inevitable that from time to time some children will have accidents and need to be attended to. This includes children with disabilities and medical conditions who attend a mainstream setting. These children require adult assistance for their personal and intimate care needs and a risk assessment may be carried out if deemed necessary.

Children will be taken to the toilet by an adult for their safety at any time they need to go. They are encouraged to be as independent as is age and developmentally appropriate and will always wash their hands. Children are reminded at regular times to go to the toilet and will always be taken before we sit down for lunch. During each session children will access the children’s toilet. At lunch time all children are taken together and we use all toilets available including the children’s / disabled toilet due the number of children we have at that time. Staff will always be present in all toilets.

**Role of Whytebeams staff**

Nursery staff have access to a designated children’s toilet area with 2 toilets, changing table, hand basin, handwash, warm water and paper towels. There are also 2 further toilets available.

There is also a stock of baby wipes, nappy sacks, aprons, masks, plastic bags and disposable protective gloves for staff to use. If a child soils or wets themselves whilst at nursery, one member of will help the child:

* Remove their soiled clothes
* Clean skin (this usually includes bottom, genitalia, legs, feet)
* Dress in the child’s own clothes or those provided by the school
* Wrap soiled clothes in plastic bags and give to parents to take home.

At all times the member of staff is aware of provide comfort should a child be distressed. If the child is ill, a member of staff will telephone the parent/carer for collection.

Children cannot always tell an adult they are wet or soiled. Our intention is that a child will never be left in soiled clothing, but as soon as a member of staff is aware of the situation, they will clean the child.

Children will never experience any negative disciplining but will receive positive encouragement and praise for their endeavours to master this necessary skill. Children will be cared for calmly and with little fuss to avoid drawing attention to such events.

All accidents of soiling or wetting clothing or nappies will be recorded in our toileting log by the staff member attending to the child.

**Guidance for intimate care needs over and above accidents**

Where possible, one child will be cared for by one adult. Should a staff member feel they should be accompanied during any sensitive or unusual circumstance then another member of staff will discretely

attend. In such a case, the reasons and staff present will be documented and this is shared with the parent.

**Child Protection & Safeguarding**

Child Protection, Safeguarding and Multi-Agency Child Protection procedures will be adhered to at all times. All members of staff carrying out toileting duties and intimate care procedures will have a clear enhanced DBS. Students and visitors and volunteers, including parents are not permitted to take children to the shared toilet areas. Staff in training may take children to the toilet whilst accompanied by a member of staff, so they may learn. Parents may take their own child to the toilet at drop off and collection time and must use the ladies toilets with individual cubicles.

**Potty Training - Role of parents/carers and the home environment**

We believe that as the primary carers of you children toilet training should ideally begin at home. This is where most children are most comfortable with familiar adults around them such as their parents or nanny as the lead role. Once children are confident, we will introduce and support toilet training at nursey. Timing is key and we advise introducing toilet training at a calm period in a child’s life where possible. Big

events in a child’s life such as a new baby, moving house, parental separation or starting nursery should not ideally coincide with starting toileting.

It can be too much for a young child and could affect their wellbeing. Parents/carers should encourage children to be as independent as possible at home. We ask that a changing bag with a complete set of spare clothes and nappies/spare underwear is provided for children in nappies or children who are toilet training.

**CLEANING POLICY**

**Cleanliness of the setting**

The setting is cleaned regularly by contract cleaners employed by the landlord. Staff clean as necessary during each session and at the end of day to maintain a good standard of hygiene and replenish any hand wash soap, disposable hand towels, and toilet paper as needed.

Cleaning products will not be accessible to children and will be kept in their original containers. A **C**ontrol **o**f **S**ubstances **H**azardous to **H**ealth (**COSHH**) risk assessment will be carried out to ensure safety.

**Cleanliness and Safety of Equipment**

* All equipment/resources owned by Whytebeams are checked, cleaned and undergo a risk assessment on a regular basis.
* All dressing up clothes and fabrics, cushion covers are checked before use and washed as appropriate. They are also washed termly and if necessary, in between.
* All resources to be used in the setting are checked for suitability & safety.
* All tables are cleaned daily, before and after lunch and as appropriate during the session with antibacterial spray to prevent cross infection.
* Extra cleaning measures are put in place when needed for example in a pandemic.
* Staff complete a twice daily risk assessment which includes cleanliness.
* All equipment is checked and washed regularly with a complete inventory and thorough clean carried out at the end of the summer term.

**Food Hygiene – Whytebeams are registered with Food Standard Agency**

* One member of staff will hold a current food hygiene certificate.
* All staff have an induction and training in regard to good practice of food hygiene standards.
* Good hygiene standards are maintained when preparing snack and in food related activities.
* All crockery, utensils and surfaces are cleaned daily by the staff of Whytebeams after use and replaced when needed.

**Food preparation and storage**

* We do not prepare hot meals for children but may run food based/cooking activities.
* Staff will prepare snacks on the correct surfaces using the separate chopping boards as needed
* Staff will maintain good hygiene standards, washing their hands before food preparation, wear gloves and maintain clean preparation areas.
* Staff will clean the eating areas with antibacterial spray before the children sit down to eat.
* Staff will display prepared food in a way that encourages the children to eat it.
* Food will be stored correctly and appropriately and expiry dates will be checked before use.
* Food storage areas will be kept clean and well maintained.
* All used towels, tea towels and dish cloths are washed daily.
* Fresh fruit and vegetables are washed before use.
* Fresh milk is kept refrigerated at the appropriate temperature.
* Lunch boxes are stored on the lunch trolley until lunch time and should be kept in the rear storage area before and after lunch. Parents are advised to pack ice coolers in their child’s lunch box.

**Lunchtime**

Children who stay for lunch on a Monday, Tuesday and/or Thursday are required to bring a packed lunch from home, which will be stored on the lunch trolley until lunchtime. Encouragement is given to parents to provide a healthy lunch box and we advise parents to put an ice pack in the lunch box to keep it cool. Parents are requested to cut in half grapes, cherry tomatoes, olives etc. to avoid the risk of choking.

We do not heat or reheat any food for children. Staff may use the kitchen facilities to store and heat their own lunch and they are responsible for reheating food to the correct temperature.

**Lunch Routine**

After washing hands, children are encouraged to find their own lunch box, under adult supervision. Children sit at tables in the hall where adults join them close by. Once everyone is seated the children are told they can open their lunch boxes to ensure correct supervision. Lunch begins around 12.30pm.

Children will be encouraged to eat their sandwiches/savouries first, followed by yoghurt and/or fruit. Sweet things and biscuits are left till last to promote health eating and balance. Children are encouraged to drink water which parents provide in a reusable bottle for use throughout the day. No other drinks are required and sugary or fizzy drinks are not permitted. We will provide tap water should parents forget to provide it.

Once children are finished eating and by 1pm they are asked to pack away their lunchbox and wait to be called table by table to put away their lunch box and water bottle. Once children have put away their belongings and washed their hands if needed, they sit for a story time with an adults before returning to free flow play.

Children are encouraged to do as much as possible for themselves and take responsibility for their belongings with adult support. This aids independence and confidence. Any uneaten food will be returned to the lunch box where appropriate so parents can see what has been eaten. We aim to finish by 1.15pm to allow setting up for the afternoon’s activities. The children are encouraged to stay seated throughout the lunch period, primarily for their safety and good table manners are encouraged. Conversation is also encouraged, between staff and children but must be at a low volume for safety. Lunchtime is looked at as a social activity for both children and staff and should be enjoyed by all.

**Recommended Healthy Food and drinks**

Fresh, homemade food with little processing is advised with a good balance of carbohydrates, fruit, vegetables, protein, or dairy. We suggest no more than 5 varied items in the lunchbox to allow better focus and balance. For example – sandwich with butter and ham, tangerine, yogurt, breadsticks and hummus. Other ideas include - sandwiches, rolls, crackers, pitta, breadsticks or rice cakes, cheese, cold meats or pasta, salad, vegetable sticks, dips or hummus, fruit, yoghurt. Water or milk to drink.

**PLEASE DO NOT PACK**

**NUTS** or any nut based product (e.g.: peanut/nut butter, Nutella or equivalent, nut based cereal bars or cakes) Due to the risk of allergies and anaphylaxis, nuts are a health and safety hazard and we will remove them from children’s lunch boxes.

**CHOCOLATE** – We have a duty to promote healthy eating and ask that you do not pack chocolate, however chocolate covered biscuits are allowed, alongside other healthy options.

**FIZZY DRINKS** – Fizzy drinks are not permitted in lunchboxes and will be removed.

Any items we remove will be returned to parents and carers at the end of day.

Lunchbox and Water Bottle Hygiene and Labelling

We ask that parents regularly clean the inside and outside of lunchboxes and water bottles and provide an ice pack as lunch boxes are not refrigerated. Lunchboxes MUST be clearly named on the outside. Children cannot always identify their lunchbox and staff must check the right child has the right lunch for safety reason and the risk of allergies.

SNACK TIME POLICY

Whytebeams promotes healthy, balanced, nutritious snack and drinks. Snack time is a group social event where children are encouraged to pause, hydrate and chat to their peers. Snack takes place mid-morning at 10.15-10.30 for about 30 minutes and is followed by a learning activity linked to our theme.

* Staff ring a bell alerting children that it’s time for snack.
* Children line up and are taken to the toilet to wash their hands.
* Children then find their water bottle and sit for snack where they choose their fruit or vegetables
* Children chat to their friends and adult helpers while enjoying their refreshments
* When they have finished, they put their water bottles back and sit for a learning activity.
* An allergy list will be adhered to and closely monitored.

**Healthy Eating**

* Healthy options for snacks will be provided, these may include bread sticks, fruit and raw vegetables.
* Children have free access to their water bottles and staff will top them up as required.

**Cooking Activities**

The staff member carrying out the ‘cooking’ activity will be responsible for the cleaning of all equipment used and also for giving instructions to the children regarding hand washing, hygiene and using equipment safely. Children will not be allowed access to the kitchen or cooker. Staff will also check children’s names against our allergy and food requirements list. Children with special dietary requirements will be included safely with alternative food or ingredients, where possible.

**MEDICAL REQUIREMENTS INCLUDING Allergy and Anaphylaxis**

**Staff who hold a PFA (Paediatric First Aid) certificate receive training in regard to allergy and anaphylaxis as part of their course. At least one first aider will always be present during every session.**

If a child with specific medical requirements is allocated a place at the Nursery, the place can only be accessed once a risk assessment has taken place and the staff have been fully trained to provide the additional support the child may need, (e.g. : EpiPen training and protocol for a child with anaphylaxis). If any child has food allergies their parent will be consulted about what they may eat or drink at nursery including what parents provide for their lunch. A regularly updated allergy list is kept in key locations in the nursery and is to be checked when needed and at all snack, lunch and cooking sessions. Children who have food allergies will be closely supervised during snack and the lunch period and during cooking activities to maintain a safe environment for them, and to discourage contact with the food of others in the group. Alternative treats will be provided or requested from the parent for their child to be able to participate in special events as needed.

**MEDICATION**

**Administration of medicine**

Staff who hold a Paediatric First Aid certificate can administer medication to children; ensuring consent forms are completed, medicines are stored and checked correctly and records are kept.

Administering medicines during the child’s session will only be done if absolutely necessary.

Non-prescription medication, creams, ointments or eye drops (excluding medicines containing aspirin) may be administered by staff for specific short term conditions which can be treated with medication that can normally be obtained directly from a chemist.  For example, Calpol for teething pain, eye drops for infected eyes. This is permitted at the manager’s discretion with the usual consent and conditions above.

The nursery will also keep their own supply of antihistamine (Piriteze brand) and fever relief (Calpol infant brand) that may be administered in the event of a medical emergency such as but not limited to a high fever or bee or wasp sting. Permission will be sought via enrolment form or separately if necessary.

If a child has not been given a medicine before, it is advised that parents keep them at home for 48 hours to ensure no adverse effect, and to give it time to take effect.

If your child has required paracetamol or ibuprofen for any reason before attending nursery,we ask parents to notify nursery staff. Medication may mask symptoms and we may decide that the child should be cared for at home.

**Consent for administering medication**

Only a person with parental responsibility (PR) or a foster carer may give consent. A childminder, grandparent, parent’s partner who does not have PR, cannot give consent.

When bringing in medicine, the parent must inform the setting manger or deputy. The manager or deputy will receive the child’s medication and ask the parents to complete a consent form. No medication will be administered without this. The medication consent and administration form will go in the red folder in the medication trolley and the medication list updated. All staff including the key person will be informed via in house communication. Regular medication will be noted on the child’s file by the keyworker but time specific medication such as antibiotics will not.

Staff who receive the medication, check it is in date and prescribed specifically for the current condition. It must be in the original container (not decanted into a separate bottle). It must be labelled with the child’s name and original pharmacist’s label if prescribed.

Medication dispensed by a hospital pharmacy will not have the child’s details on the label but should have a dispensing label. Staff must check with parents and record the circumstance of the events and hospital instructions as relayed to them by the parents.

**Storage of medicines**

We require long term medications, such as inhalers to be kept onsite at all times, therefore parents may need to seek a spare from the GP or pharmacy. Medication will be stored safely in a named zip lock bag in the medication trolley. Refrigerated medication is stored in the kitchen fridge. All staff including the key person will be informed via in house communication. The manager, deputy or key person is responsible for ensuring medicine is handed back at the end of the day to the parent, where appropriate. The parent is equally responsible for checking they have received it back.

A healthcare plan/medical needs form will be completed if deemed necessary. The manager or deputy will regularly check that medication and creams are in date and return any out-of-date medication to the parent. Expiry dates will also be checked at the time of administration.

Parents do not access where medication is stored, only staff may access, to reduce the possibility of a mix-up with medication for another child, or staff not knowing there has been a change.

**Record of administering medicines**

The record of medicines administered is kept in the file in the medication trolley with the medication, out of reach on the in the little room. Past records are filed securely as required. Staff are taught how to complete the forms at induction, however these are usually completed by a manager or deputy.

The staff member administering the medication must complete the medication administration record.

**The medicine record book records:**

* name of child
* name and strength of medication
* the date and time of dose given
* dose given (eg. 5ml) and how if relevant
* signed by person administering the medication (first aid trained staff only)
* signature of a staff witnessing the medication being given correctly according to these procedures.
* verified by parent signature or person collecting at the end of the day. It is the responsibility of the person collecting the child to inform the parent that medication has been administered.

No child may self-administer. If children are capable of understanding when they need medication, e.g. for asthma, they are encouraged to tell their key person or other staff what they need. This does not replace staff vigilance in knowing and responding.

The medication records are monitored to look at the frequency of medication being given. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a concern over infection control.

**Children with long term medical conditions requiring ongoing medication**

* Risk assessment is carried out by management for children that require ongoing medication where appropriate. Other medical or social care personnel may be involved in the risk assessment.
* Parents contribute to risk assessment. They are shown around the setting, understand routines and activities and discuss any risk factor for their child.
* For some medical conditions, key staff will require basic training to understand it and know how medication is administered. Training needs is part of the risk assessment.
* Risk assessment includes any activity that may give cause for concern regarding an individual child’s health needs.
* Risk assessment also includes arrangements for medicines on outings; advice from the child’s GP’s is sought, if necessary, where there are concerns.
* Medical Needs or Health care plan form is completed with the parent and relevant information is shared with staff who care for the child.
* The plan is reviewed every six months (more regularly if needed). This includes reviewing the medication, for example, changes to the medication or the dosage, any side effects noted etc.

**Managing medicines on trips and outings**

* Children are accompanied by their key person, or other staff member who is fully informed about their needs and medication.
* Medication is taken in a zip lock bag labelled with the child’s name, name of medication, copy of the consent form and a card to record administration, with details as above.
* The parent or person collecting must sign the record as usual.
* If a child on medication has to be taken to hospital, the child’s medication is taken along in a zip lock bag, clearly labelled as above.

**Staff taking medication**

Staff taking regular medication should inform their manager. The medication must be stored securely in staff bags in the kitchen out of reach of children. The manager must be made aware of any contra-indications for the medicine so that they can risk assess and take appropriate action as required.

**Life Vac - Life Saving Resuscitation Device**

We have a Life Vac on site (a lifesaving resuscitation device) from the UK based genuine supplier. The device is designed to be used as a last resort, if all attempts to unblock an airway using Basic Life Support from a first aider have failed. You can find information here about the device. [www.lifevac.uk](http://www.lifevac.uk)

**Digital Ear Thermometer**

We have an ear thermometer with removable hygiene caps on site to check the temperature of children when a raised or high temperature is suspected. Children who develop a high temperature at nursery will need to be collected promptly by a parent or carer and cared for at home until they are better. We may administer Calpol at nursery if necessary and where we have permission to do so to. Children can return 24 hours after any fever has passed and they are well enough.

**ACCIDENT & INCIDENT POLICY & PROCEDURE**

Every possible care will be taken to keep your child safe and well, however accidents do happen, and, in this instance, we will follow the procedures below.

**Procedure**

* The member of staff witnessing the accident will support the child. A first aider will be asked to attend if necessary.
* The child will be comforted and attended to medically with sensitivity.
* Gloves will be work when attending to cuts or bodily fluids.
* Children will be monitored as appropriate after an accident.
* The accident/incident will be recorded on a form, dated, and preferably signed by staff member who dealt with the accident or another informed staff member.
* The accident or incident form will be shared with the parent/carer at collection time, and they will be required to sign the form, upon collection of the child, where possible or as soon as possible
* The original form must be retained securely on site and in accordance with GDPR regulations but can be shared by Tapestry if a parent requests this or if staff feel it is necessary.
* If an accident is deemed significant by a first aider or the child remains distressed, we will call their parent for assessment by them or for collection.
* Staff should inform the administrator of any items that need topping up from the first aid box.

**Head Injury Procedure**

* Any child with a **head injury** will be attended to and monitored closely by a first aider, checked at regular intervals and this will be noted on the accident form.
* We will inform parents by Tapestry as soon as possible after the injury occurs and upload a copy of the accident form and head injury advice at the same time.
* If the injury is significant, we will phone parents or carers and may advise them to come and check on or collect their child for monitoring at home or further assessment by a medical professional.
* Staff should inform the administrator of any items that need topping up from the first aid box.

**Further Measures and Injuries Outside The Setting**

* Protective gloves are supplied and will be worn by staff when cleaning wounds, and when dealing with blood and bodily waste.
* Significant incidents will be recorded in the incident book, dated, signed, and witnessed. The manager or deputy should be informed.
* Staff holding paediatric first aid certificates have up to date training, and there are always at least two qualified first aiders with up-to-date training on site.
* All staff are informed and updated about first aid procedures and policy.
* Should your child come to nursery with an injury which has occurred outside the setting or your child had attended A&E or been admitted to hospital, parents will be required to inform staff and complete a notification of injury form, as part of our safeguarding policy.
* If an accident occurs here which requires a child or adult to be taken to hospital, we will inform OFSTED and **R**eporting of **I**njuries, **D**iseases and **D**angerous **O**ccurrences **R**egulations (RIDDOR) if required. We will then carry out and record a full risk assessment.
* The First Aid box will be stocked appropriately, comply with the current advice and checked termly with particular attention to ‘use by’ dates.
* Staff should report items needed to the administrator and inform the manager of any urgent items.

**DEALING WITH CRITICAL INCIDENTS**

* Should there be an incident deemed as ‘critical’ by the manager or deputy, all staff will endeavour to keep children safe and calm whilst we prepare to evacuate or implement emergency closure in accordance with our procedures.
* All staff are aware that emergency contact details for both staff and children can be found in the register as well as information about local agencies that may assist a critical incident.
* If contact information cannot be accessed on site, an emergency contact list is held at a secure location by the nursery administrator.

**In the event of a critical incident the following considerations will be made.**

* Do Ofsted need to be notified?
* Identify who will need to be contacted: staff, parents.
* Do we need to advise the wider community?
* Do we need to contact our Early Years Foundation Stage Advisor for advice?
* Do we need to notify our insurance company?

## **FIRE / EMERGENCY EVACUATION POLICY**

* All staff will have fire and emergency evacuation training as part of their induction. Regular drills will help reinforce procedures.
* Fire and Emergency Evacuation practices will take place at least once every half term and the results will be recorded in the back of the register. Any member of the team can and should initiate a practice.
* Fire exits must be clearly marked, unlocked and accessible at all times. This is checked as part of our twice daily risk assessment and as needed.
* The fire exit from the ladies is locked with a key and this is kept in a breakable key box next to the door. Staff check the key is present as part of our twice daily risk assessment. We have a spare key should it missing.
* Fire extinguishers and fire alarms are checked by our landlord, the church and we carry out our own annual risk assessment in addition.
* The register must always be kept in a designated place to allow for easy access. This is on the table in the hall during all sessions and if children are outside, it is on the tall cupboard in the little room.
* The register and visitors book must be collected when emergency evacuation takes place by the person who blows the whistle, or the manager/deputy if safe to do so.
* The whistle and the rope/rings must be kept with the register. A set of rope/rings must be kept in the outside shed at all times when children are outside. As children move collectively from the little room to hall and vice versa the rope/rings and whistle must be taken.
* Every effort will be made to ensure an emergency evacuation, or a practice, does not alarm the children.

**FIRE / EMERGENCY EVACUATION PROCEDURE**

The manager or deputy are responsible for overseeing any evacuation

Staff should (where safe) take the following from their room /area when evacuating.

* Children and staff
* Register
* Visitors Book
* Medication trolley
* Mobile phone
* Keys to the building
* Personal belongings should be left

**In the event of evacuation being necessary**

* The person recognising the emergency will blow the whistle repeatedly and keep it with him/her. They will call out ‘evacuate.’
* If safe to do someone will check the toilets, little room, the kitchen, the cupboard, the garage, shouting ‘fire’ or ‘evacuation.’

**Staff in each room should**

* Calmly organise the children in their room or outside to hold on to the rope rings, if reachable, or hold hands and make their way to the nearest exit.
* Count of the number of children in their evacuation group.
* Gather and bring, if safe, items from their room/area such as medication, nursery mobile, register, visitors log.
* Lead the children out ensuring they all keep hold of the rope rings or hold hands and check that the last child in their group is out of the building.
* Staff should endeavour to close doors behind them if safe to do so in the case of a fire.
* Calmy make their way to the assembly point in the car park where all groups should meet. This is **in the church car park - Godstone Road side, right hand corner, opposite our padlocked gates.**
* Children and staff who are outside will make their way through the padlocked gates (the combination is on the daily risk assessment page in the register and also on the inside of the playhouse door in the garden) to meet the rest of the group.
* If the group are together and evacuating as one large group, the same process as above will apply but the manager or deputy will lead the evacuation. Staff will calmly direct children to hold onto the rope rings or hold hands and follow the leader. Staff should bring the register, visitors book, mobile and medication trolley if safe to do so. Children should be counted out at the door by a manager or deputy who checks the room is clear before joining the end of the evacuation line. The group should assemble at the evacuation and emergency assembly point. This is **in the church car park - Godstone Road side, right hand corner, opposite our padlocked gates.**

**Once Assembled**

* The manager or deputy should carry out a headcount of children and to establish all are present. If the manager or deputy are unaccounted for and not present another staff member should take the lead role and carry out the headcount.
* The leader and another member of staff will conduct a head count of children and check the staff register and visitor’s book.
* The manager, deputy or leader should call the emergency services as soon as possible.
* Parents, carers and staff emergency contacts will be notified as necessary. The nursery owners will be informed.
* The nearest telephone is at the priest’s house should the management team not been able to retrieve their mobile telephones.
* Once the emergency services arrive, direction will be taken from them and they will be given the names of any missing persons if applicable. The emergency services will decide if it safe to return to the building or not and in this instance, children will be sent home with the usual collection procedure in place.
* Staff will carry out usual security collection procedures and mark children out of the register or make a list of who has been collected. Staff will remain with children until they are all collected.
* Staff will be directed by the manager once the children have all been collected.
* Should a child or staff member suffer injury during the emergency and be taken to hospital by ambulance, parents or emergency contacts will be notified as soon as possible.

It may be necessary to move from the evacuation point and the manager, deputy or leader will make this decision. If safe to do so we may gatherat the priest’s house (48 Dale Road, Purley, CR8 2EF

Tel : 020 8660 3815) and remain with the children until the parents/carers have been contacted, the children collected or the situation is resolved. Staff ratios will be maintained unless unforeseen emergency circumstances prevent this.

Staff should not put themselves in danger to collect the register and visitors book and if they cannot be collected other measures will be taken by the manager or deputy to establish if anyone is missing.

In the event of a closure following an emergency evacuation the same procedure will be initiated.

**EMERGENCY CLOSURE PROCEDURE**

Emergency Closure may be necessary for a number of unforeseen situations including but not limited to:

* Adverse weather conditions
* Unsuitable or unsafe environmental conditions
* A failure in essential services such as heat, electricity, or running water
* Advised closure due to illness outbreaks or potential risk of infection
* An outbreak of a pandemic disease
* Physical danger to children or staff
* Staffing levels unexpectedly fall below minimum required levels
* Any unforeseen circumstance beyond our control

The management team will risk assess any emergency situation which arises and make a final decision about closure, unless closure is enforced by an outside agency such as the Emergency Services, the local authority or central Government. Although emergency closure is highly unusual, we ask that parents keep us up to date of their contact details and that of their emergency contacts. We also ask that you have a plan for any such situation in terms of alternative childcare arrangements.

**Closure outside operating hours**

Should closure become a possibility outside of operating hours we will:

* Inform all parents as soon as possible by email and post details on our Facebook page.
* Keep parents informed of information regarding re-opening and any conditions that may apply by email.

**Closure during operating hours**

Procedure should closure be necessary during operating hours, whilst children are present:

* Keep children calm and safe.
* The manager/deputy will assess whether it is safe to remain in the building or not.
* If it is safe to remain, staff will stay with the children at the required ratio.
* Parents will be telephoned immediately asking them to collect their child as soon as possible using the details provided on the child’s enrolment form.
* If parents cannot be contacted, then a message will be left if possible. We will then telephone the emergency contacts provided on the child’s enrolment form
* The group will stay together whilst we wait for children to be collected
* Usual security collection procedures will be adhered to
* If it is unsafe to remain in the building, then our evacuation procedure will be put into action.
* The manager or deputy will hold the register and mark when children are collected to ensure an accurate headcount at all times.
* In addition, we will email parents and post on our Facebook page.
* If necessary, we may notify our Early Years local authority team of any emergency closures and details of re-opening.
* All parents will be notified of any infections within the setting where necessary and parents should notify the setting if their child has an infection.
* We will inform the local authority or UKHSA (UK health security agency) HPT (health protection team) and OFSTED if we have an outbreak of a notifiable disease.

Please note that in the event of an emergency or forced closure we regret that will be unable to refund sessional fees or arrange for lost sessions to be swapped or replaced. Additional fees for extra curricular items may be credited at the discretion of the company directors.

**Lockdown Policy & Procedure**

**What is a lockdown and when would we carry it out?**

A lockdown procedure is a standard health and safety procedure, similar to a fire drill.

Our lockdown procedure would be used when there is a threat to the safety of children, staff and others in the nursey, and when it is safer for everyone to remain in the nursery than evacuate. The aim is to keep everyone safe by confining them to a secure place of safety.

**Situations where our lockdown procedure may be used include:**

* An incident related to terrorism
* A potentially dangerous person or animal on the nursery site
* A disturbance or dangerous situation in the local community that could affect the nursery
* A nearby chemical incident or other risk of air pollution

**Our lockdown procedure is as follows:**

* The manager or deputy will call out ‘lockdown, lockdown’ and asses the type of incident, directing staff to either stay inside or hide.
* All children and staff should gather to a place of safety, and if necessary, out of sight, preferably together in one place.
* If children are outside, staff will direct them immediately inside to the nearest room.
* If we need to stay inside, staff will direct children to the nearest room.
* If we need to hide, staff will gather all children and adults together in the chair store area if possible and conduct a headcount, checking that all children and staff are accounted for.
* If it is not possible to gather everyone in one place, staff will find the safest place in the room they are in and take individual headcounts. The disabled toilet may be used to hide.
* If safe to do so, staff will secure doors and windows, and draw the curtains.
* The register, nursery mobile, medication trolley and first aid kit will be taken if safe to do so.
* The emergency services will be called and their advice followed.
* Parents may be notified about the lockdown and advised not to attempt to collect their child or phone the nursery until advised.
* Lockdown will remain in place until the all clear is given by the emergency services.
* The management team and emergency services will decide whether children should be collected or if the nursery session can continue and parents will be notified.
* Usual security collection procedures will take place.
* A report will be made following implementation of any lockdown procedure and we will assess our polices and risk assessments if necessary.

**Instructions for parents in the event of a lockdown**

In the unlikely case that Whytebeams should need to use a real-life lockdown procedure, please take note of the following points:

* Parents will be informed that the nursery is in lockdown via the school’s website or by email.
* Keep calm and know that staff and the emergency services are doing all they can to keep children safe.
* Parents should not attempt to call or come to the nursery, as this may hinder the nursery’s effort to contact and work with the emergency services.
* Parents should not discuss the event on social media, as this may spread false information and create panic.
* If the lockdown continues beyond nursery hours, any changes to collection arrangements in this circumstance will be posted on the nursery website or by email.

**LOST CHILD PROCEDURE**

**Lost child policy during group sessions**

Under Whytebeams protective ethos to ensure the safety and location of all children at all times, strict measures and checks are in place to ensure all children are marked in and out correctly and accounted for. The following precautionary measures are taken routinely:

* The entrance to the nursery is secured with a double bolted door. The door to the ladies toilet is bolted top and bottom. The garden is secure with a secure boundary and locked gate.
* Only contracted staff may open the door to let anyone in or out.
* Parents and visitors **ARE NOT ALLOWED** to let other persons into or out of the building. If you are in the foyer and the door is bolted you may not open it to allow other parents in or out. Staff have this sole responsibility.
* We have an arrival and departure procedure which all staff adhere to ensuring all children are accounted for.
* As set out in the Nursery Arrival, Departure & Collection Policy only persons named as collectors on the child's registration form are allowed to collect.
* A list of the children’s daily sessions is kept in the register and daily amendments to this are logged in register that is accessible to all staff.
* A simple ‘number of children’ board is displayed at all times so staff can easily carry out headcount checks.
* A sense of personal safety is regularly promoted to children within the curriculum.
* All children are supervised at all times as much as reasonably possible.
* Ratios are strictly adhered to.

**In the unlikely event of a child becoming lost or headcount being incorrect, the following steps would be taken:**

* Staff must notify the manager or deputy manager immediately.
* The manager or deputy manager should check the register to ensure the child was indeed present and initiate a headcount. They should ask all the staff if an authorised person has collected the child.
* Children should be gathered together and a full children’s register would be called by staff at the correct ratio.
* The remaining staff should check all entrances and exits and search the building and outside area. An immediate inspection of the nursery building and surrounding area would take place.
* The remaining children would not be alerted to the incident, but they would be encouraged to share information they may have regarding the whereabouts of the missing child.
* If the child is not found immediately, the Police and Social Services will be notified without delay and actions taken as advised. Staff and visitors will be questioned.
* The parents must then be notified and informed of the action taken.
* The remaining children will be fully supervised at the correct ratio.
* Ofsted will be informed as required.

**Lost Child During An Outing:**

In the unlikely event of a child being lost during an outing the following procedure must be adhered to:

* The leader of the outing and the manager or deputy manager should be informed immediately.
* The security personnel of any venue/setting should be notified and a search should be undertaken.
* The remaining children will be fully supervised at the correct ratio in a safe place where a register and headcount are taken.
* Should the child not be found immediately the Police and Social Services should be notified.
* The parents must then be notified and informed of the action taken.
* Ofsted will be informed as required.
* The group should operate a ‘touch base’ policy, where a designated member of staff will inform the parents/carers.

**CHILD WELLBEING AND ILLNESS POLICIES**

**PROCEDURE FOR TAKING A CHILD TO HOSPITAL**

* Ring for an ambulance, if necessary or if in any doubt.
* Inform the child’s parent/carer or emergency contact by telephone and advised which hospital the child is enroute to.
* If a child is taken by ambulance, one staff member should accompany the child if the parent is not present, and the enrolment form should be taken to handover.
* If the parent arrives at nursery before the ambulance departs, a staff member may also attend with the parent to handover if ratios allow.
* If a child is taken by taxi, one member of staff should accompany the child if the parent is there, two if the parent is not present. Parents will be advised of which hospital the child is enroute to.
* If under staffing occurs in this instance, every effort will be made to contact another member of staff to provide cover.

**CHILDREN TAKEN ILL WHILST AT NURSERY**

* Children will be taken to a quiet place away from the group with a staff member to care for them until their parent or carer arrives.
* Whytebeams will contact the parent/carer or designated relative/friend to inform them of the child’s condition and to collect the child.
* Parents are asked to collect unwell children **as soon as possible** following the call for the child’s wellbeing and to prevent the risk of cross infection.
* In case of illness parents are required to provide their contact details and details of an emergency back-up person who can be contacted to collect their child if they are unable to collect them for any reason.
* It is the parent’s responsibility to provide the staff with **current telephone numbers** where they can be reached daily. Parents must advise the nursery of any change to emergency contact details immediately and ensure all personal details are kept up to date.

**Should I Keep My Child At Home?**

Young children are better nursed at home within familiar surroundings when they are unwell. The nursery environment is busy and only children who are well should attend. We recognise that it is difficult for working parents to take time off to look after their sick children, but equally we have a duty to protect all children in our care from infection.

* Whytebeams will show regard to the UKHSA (UK health security agency) Guidance ‘Health protection in children and young people settings’.
* The Nursery Manager or Deputy will assess any individual cases of infection based on the guidance and other factors which may affect the overall health and wellbeing of our children. You should discuss any concerns with them so a decision can be made in the best interests of the child and the group. It is the decision of the manager or deputy if time away from nursery is needed.

**Golden Rules for Children Under Five**

* Please always tell staff if our child is slightly unwell or you think they might be coming down with something.
* Young children who are known to be unwell and not their usual selves should be cared for at home.
* Children should not be given medication such as Calpol and sent into nursery without telling the nursery manager. Symptoms may be masked and this could put your child’s health at risk.
* If a child has a fever, they are probably fighting an infection and should be kept at home until 48 hours have passed after the fever has gone.
* Children must not come into nursery if they are vomiting or have diarrhoea. They must be kept away for **48** hours after the vomiting or diarrhoea has ceased.
* Children with impetigo should not attend nursery for **48** hours from when they have started their treatment or until the lesions have dried out. Children with open sores that cannot be covered with a dressing should not attend nursery.
* Children with chicken pox must be kept at home until all scabs are dry (usually 5 days after the last crop of blisters).
* Colds are infectious. A mild cold will cause a little distress. However, a child with a heavy cold or flu and or a temperature should be nursed at home.

**We kindly ask all parents to respect our golden rules**

**CHILD CLOTHING POLICY**

To offer an extensive curriculum the nursery encourages daily use of the outdoor play spaces, regardless of the weather conditions. It is essential that children are clothed appropriately for their day at nursery. In winter your child will require suitable outdoor clothing including a winter coat, gloves and hat. In the summer they will require a named sun hat and sun cream - see our Sun Protection Policy

We hope parents can appreciate the importance of messy, creative activities for children. The staff endeavour to protect children’s clothing, however, we would request your child is dressed appropriately in consideration of this.

**Parents should please ensure that their child :**

* Comes to nursery suitably dressed for a day of play and for the days weather conditions.
* Brings a small named bag each day, including a spare change of clothes and underwear in case of any accidents. Please add nappies (not pull ups) and wipes if your child is not yet toilet trained.
* Has a coat suitable for the weather, unless it is very warm.
* Is wearing comfortable easy to change clothing such as, tracksuit bottoms, leggings, skirts or dresses in summer, t-shirts, long sleeved tops, jumpers or cardigans. We discourage vests with poppers and tights and dungarees as these are difficult for children and staff to remove easily.
* Wears well-fitting plimsolls or soft shoes for their safety when running climbing and playing on the floor. No boots, crocs or sandals please.
* All clothing and any items brought to Nursery **MUST BE CLEARLY NAMED.** Unfortunately, the nursery cannot be responsible for the loss of un-named items or for any damage caused to clothing during usual activities.

**JEWELLERY**

As our nursery is a place of play and adventure, we do not advise children wearing jewellery for their own safety. Our guidance is that children with pierced ears should wear small, studded earrings only and not looped earrings that could be caught on clothing or equipment. Necklaces can be dangerous, and we advise they are not worn by children. Any precious or valuable items should not be brought in or worn to nursery and we cannot take responsibility for the loss or damage of these.

**SUN PROTECTION POLICY**

We have a large garden which children can use daily in all weathers unless it is particularly wet or icy therefore unsafe. We take sun safety seriously and have a duty of care to keep children safe and well whilst at nursery and take the following action:

* In summer we are based outdoors but also have indoor learning space available.
* We have an extra-large sun umbrella and a large canopy and endeavour to keep the children in the shade as much as possible.
* We provide learning specific to the warm weather and teach sun safety as well as engage in fun water play.
* We always come inside for lunch and may also do the same for snack on hot days.
* We will ensure children are well hydrated with regular access to water bottles.
* We will top up suncream after lunch for children staying all day or when needed if parents/carers have given us permission to do so on their child’s enrolment form.
* Good hygiene practices will be in place and staff will check our sunscreen permissions list before applying any product.
* When applying sunscreen to children with allergies or those that can only have their own brand, staff will wash hands before and after each of those children’s applications.
* Whytebeams do not routinely provide sunscreen, but we do keep a small supply for emergencies for use when parents have given their consent.
* All children are expected to wear sunscreen or protective clothing on sunny days.

**Exceptions**

* In rare circumstances where parents don’t give us permission to apply sunscreen a discussion should take place between us and the parents to decide how best to protect children from the sun and maintain our provision and responsibility. Alternatives could be - the child’s arms and legs should be covered with lightweight or protective clothing and a hat worn, or some time inside if the curriculum allows.
* When parents forget to apply sunscreen before or on arrival or forget to bring any, we will ask them to apply ours or return home for their own bottle if needed.
* If children can only use their own brand of sunscreen and parents forget it, parents should ideally return home for it or children’ s clothing can be changed by our staff to cover their arms and legs. We keep a supply of clean spare clothing for such situations.

**Parent’s Role : In summer or on sunny days we ask all parents to:**

* Apply sun cream to their child before or on arrival
* Provide clearly named sunscreen for their child to be left at nursery
* Provide a named sun hat to keep at nursery
* Provide a water bottle filled with fresh water (this can be topped up by staff as needed)
* Dress their child suitably for the weather and a day of play
* Ensure their child wears suitable shoes – soft plimsolls, no crocs, flip flops or sandals for safety reasons

On particularly hot days we may ask you to provide a change of clothing so we can engage in some water spray play to keep children cool and make the most of things. We will endeavour to notify you in advance.

**PET & ANIMAL POLICY**

Whytebeams value pets, animals, and creatures as part of our learning and curriculum. In May/June, we purchase caterpillars from an educational company and watch them transform into butterflies. Children will have the opportunity to help release them in the nursery garden when the time comes. We have other creatures of interest in our garden such as ants, worms and resident snails!

As part of our curriculum, we routinely teach children respect for the world and all its creatures by modelling and encouraging the gentle handling of any creature a child may encounter. Sometimes animals visit us such as guide dogs as part of our learning and curriculum. Parents will be advised in advance of such activities. When animals come into the nursery and during these times, we will carry out a risk assessment and follow policy to ensure the safety of children and adults at all times. Children will always be supervised at or above the requited ratio. Parents are at liberty to withdraw their child from such activities if they so wish and should advise the nursery if their child has animal allergies. Any children with known animal triggering allergies will be offered an alternative activity. Good hygiene will be observed whenever animals are handled and hands will always be washed thoroughly afterwards.

**OUTINGS POLICY**

Any outing would be carefully planned in advance and risk assessed by the management team. Parents would be informed in advance by email and will have to give permission for their child to participate. The children’s safety is paramount and therefore when taken out of the setting an adult to child ratio of 1:2 is required. In order for an outing to take place the setting will need the help of volunteers and/or visitors. To ensure safety the following guidelines will be adhered to.

* Any outing must be planned to ensure the health and safety of the children. A full risk assessment which includes an assessment of adult, child ratios will take place prior to any outing.
* Details of the outing will be given to the volunteers and/or visitors in advance so they can familiarise themselves with the expectations.
* A buddy system will operate so each volunteer and/or visitor is linked with a member of staff.
* Staff should have knowledge of the local community.
* Staff to child ratio will be 1 adult : 2 children. An outing will only take place if the staff to child ratio is appropriate for those remaining at nursery.
* A list of children taken on the outing must accompany the group including contact numbers for parents also staff will carry a mobile telephone and first aid kit.
* A staff member trained in paediatric first aid will always attend and carry the first aid kit.
* Children’s medication would be taken on any outing and kept by the first aider.
* Children will be spoken to about the outing and the expectations e.g. holding the helpers hand at all times and listening to them. We encourage children’s involvement in risk assessing.
* Parents must give written consent for outings and have the opportunity to opt out.
* Each staff member and volunteer helper must be clear whom they are responsible for. There must be register checks at the start of the outing and on leaving the destination, with regular head counts during the outing.
* Any parents/carers accompanying the group must be responsible for their own child/ren unless otherwise agreed.
* Parents will not be alone with a child other than their own as part of our safeguarding policy.

**COMPLAINTS POLICY & PROCEDURE**

We hope you will not have cause to complain about any aspect of Whytebeams. However, should there be an occasion where this does arise, please seek advice from our complaint procedure below, which we follow promptly and courteously.

Most concerns or complaints can be resolved through an open discussion and we encourage this in this first instance. Please feel free to speak to any member of staff, your child’s keyworker or the nursery management team. Staff at Whytebeams work closely with all of the children and know the group very well. Generally, staff will be able to support parents with any issues that may involve the care of the children. Staff will refer any issue they feel appropriate to the management team. Most matters can be resolved at this stage.

Should you feel it appropriate you can bring your complaint to the nursery owners and directors, Kate Searle or Becca Robinson, who will be willing to help you. If we have been unable to resolve the matter through discussion, please put your complaint in writing to:

Kate Searle, Whytebeams Nursery, St John The Baptist Church Hall, Dale Road, Purley, Surrey, CR8 2EF.

Or by email at [info@whytebeams.co.uk](mailto:info@whytebeams.co.uk)

In accordance with requirements, the nursery owners will record and investigate the complaint, notifying you of the outcome of the investigation within 28 days of receiving the complaint.

All complaints will be recorded in the complaint book and updates made where necessary.

A record of any complaints will be kept in accordance with data protection regulations.

Making a complaint to OFSTED

Ofsted’s role is to make sure that childcare providers are following all [registration requirements](https://www.gov.uk/guidance/childminders-and-childcare-providers-register-with-ofsted/registration-requirements) and take action if necessary. Should you have any concerns of this nature you may contact them at [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk), tel: 0300 123 1231 or visit [www.ofsted.gov.uk](http://www.ofsted.gov.uk) for more information.

**Whistleblowing Policy**

**What is a whistleblower?**

You’re a whistleblower if you’re a worker and you report certain types of wrongdoing. This will usually be something you’ve seen at work - though not always.

The wrongdoing you disclose must be in the public interest. This means it must affect others, for example the general public.

As a whistleblower you’re protected by law - you should not be [treated unfairly or lose your job](https://www.gov.uk/whistleblowing/treated-unfairly-after-whistleblowing) because you ‘blow the whistle’.

You can raise your concern at any time about an incident that happened in the past, is happening now, or you believe will happen in the near future.

**Who is protected by law?**

You’re protected if [you’re a worker](https://www.gov.uk/employment-status/worker), for example you’re:

* an employee, such as a police officer, NHS employee, office worker, factory worker
* a trainee, such as a student nurse
* an agency worker
* a member of a [Limited Liability Partnership](https://www.gov.uk/business-legal-structures/limited-partnership-and-limited-liability-partnership) (LLP)

You can get independent advice if you’re not sure you’re protected, for example from [Citizens’ Advice.](http://www.adviceguide.org.uk/)

A confidentiality clause or ‘gagging clause’ in a settlement agreement is not valid if you’re a whistleblower.

**Complaints that count as whistleblowing**

You’re protected by law if you report any of the following:

* a criminal offence, for example fraud
* someone’s health and safety is in danger
* risk or actual damage to the environment
* a miscarriage of justice
* the company is breaking the law, for example does not have the right insurance
* you believe someone is covering up wrongdoing

**Complaints that do not count as whistleblowing**

* Personal grievances (for example bullying, harassment, discrimination) are not covered by whistleblowing law, unless your particular case is in the public interest. These should be reported under our [grievance policy](https://www.gov.uk/solve-workplace-dispute). You can also contact the [Advisory, Conciliation and Arbitration Service (ACAS)](https://www.gov.uk/acas) for help and advice on resolving a workplace dispute.

**General Principals:**

Whytebeams Nursery is committed to the highest possible standards of openness, honesty and accountability. In line with that commitment, we encourage employees and others with serious concerns about any aspect of the settings, operations to come forward and voice those concerns. It is recognised that certain cases will have to proceed on a confidential basis.

This policy makes it clear that employees can do something without fear of reprisals. It is intended that this policy will encourage and enable employees to raise serious concerns within the setting rather than overlooking a problem or having it playing on their mind.

Staff have the right and individual responsibility to raise any matters of concern regarding poor practice at work. Staff are responsible for safety and well-being of all children attending the nursery above all else.

This policy is intended to

* Encourage and enable individuals to raise genuine and legitimate concerns
* Support staff to take an active role in the elimination of poor practice
* Ensure concerns are appropriately investigated
* Protect those making the complaint from victimisation or retaliation

In addition to this policy, we have other policies and procedures covering discipline, grievance and complaints. This policy is intended to complement these and to cover concerns that fall outside the scope of other procedures.

The manager and proprietor will investigate promptly and thoroughly, all concerns that are raised in accordance with this policy and will take appropriate action.

**Confidentiality:**

The management team will do its best to protect a person’s identity when a concern is raised, however in some circumstances identities will have to be revealed to the person complained against and the complainant may be asked to provide written or verbal evidence in support of their complaint. If a person’s identity is to be disclosed, he or she will be told before the disclosure and the reasons why this is necessary.

Once the concerns have been raised, we expect that the complainant will not talk about this to any other person inside or outside the setting.

**Anonymous Complaints:**

When a concern is expressed anonymously it is much less powerful and harder to investigate. However, they may still be considered and looked at.

**Untrue allegations:**

If an allegation is made in good faith but it is not confirmed by the investigation, no action will be taken against the complainant. If, however, an allegation proves to be malicious, action may be taken against the person responsible for the malicious act under our misconduct policy.

**PROCEDURE - How to raise a concern:**

In the first instance, concerns should be raised with the nursery manager or deputy. However, this may not always be appropriate, in which cases concerns should be raised with the Proprietors. Concerns are best raised in writing, included in this should be the background and history of the concern, giving names, dates, places where possible and the reason why you are particularly concerned. The earlier you express your concerns the easier it is to take action.

If you do not wish to put the allegations in writing, the person to whom you are making the complaint will make a written record of the interview and will ask you to sign to confirm accuracy of the notes taken.

Although you will not be expected to prove the truth of your allegations, you will be required to demonstrate that there are sufficient grounds for your concern.

**You should not:**

* Investigate the matter yourself
* Alert those suspected of being involved
* Approach or accuse individuals
* Tell anyone other than the designated person’s i.e. manager and proprietor

Within a week of the receipt of your concern, you will receive a written acknowledgement of your concern, with a copy of your statement where appropriate.

The manager and proprietor will investigate your concern and within 2 weeks you will be informed of what action is being taken and you will be kept up to date on the progress of the investigation. You will also be informed of the outcome of any investigation.

If your concerns cannot be expressed to the manager or proprietor then you can contact the LADO (Local Area Designated Officer) at: LADO Service Manager - Steve Hall : [steve.hall@croydon.gov.uk](mailto:steve.hall@croydon.gov.uk) Telephone: 020 8726 6000 Ext 24334 Mobile: 07825 830328 LADO - Jane Parr : [jane.parr@croydon.gov.uk](mailto:jane.parr@croydon.gov.uk) Telephone: 020 8726 6000 Ext 24817 Mobile: 07716 092630

Email: [LADO@croydon.gov.uk](mailto:LADO@croydon.gov.uk)

If you are not satisfied with the outcome of the investigation, you may elevate your concerns directly to Ofsted on **0300 123 1231** for advice or **0300 123 4666** for complaints.

You can take a case to an [employment tribunal](https://www.gov.uk/employment-tribunals) if you’ve been treated unfairly because you’ve blown the whistle.

You can get further information from the [Advisory, Conciliation and Arbitration Service (ACAS)](https://www.gov.uk/acas), [Citizens’ Advice](http://www.adviceguide.org.uk/) or the whistleblowing charity [Protect](https://protect-advice.org.uk/).

If you reported your concern anonymously, you may find it harder to argue that your unfair treatment was as a result of your whistleblowing. You must raise any claim of unfair dismissal within 3 months of your employment ending. You must notify ACAS if you want to take your case to an employment tribunal.

Members of staff may contact Public Concern at Work at any stage for free, confidential advice, if they are unsure how to raise a concern.

For more information on the law visit: www.pcaw.co.uk/law/uklegislation.htm

**STAFFING POLICIES**

**RECRUITMENT POLICY**

Whytebeams Nursery School, Purley has a non-discriminatory policy in employing staff. We aim to reflect the diversity of the local community in the composition of the staff.

* Whytebeams will appoint the best person for the job and treat fairly all applicants and employees.
* As part of our safeguarding duties strict and safer recruitment procedures take place.
* Job vacancies are advertised in a variety of ways including on our website, in the parish magazine, recruitment websites and in the local press.
* Applicants are interviewed and selected by the management team and will be required to provide proof of address, identification and certificates where relevant at their interview.
* Unsuccessful applicants will be informed and given feedback should they request it.
* Successful applicants will be informed, in writing, and are required to provide two written references which will be followed up on and checked before employment commences.
* Employment is subject to a satisfactory enhanced DBS check.
* New employees will have a probationary period and be provided with an induction and policy pack.
* All staff have a written contract and terms of employment which will be honoured.
* Enhanced DBS checks will be gained before new staff members have unsupervised contact with children or take them to the toilet.
* Staff will be recruited and employed under the conditions of inclusion, equality and diversity policy.
* Every effort will be made to include staff with special needs and to provide everyone with an equal opportunity during recruitment, selection, support and training opportunities.
* We expect all staff to declare to the management team **ANY** convictions and/or cautions; as well as court orders which may disqualify them from working with children or affect their suitability to do so.
* Resigning staff will be required to put their notice in writing, then the management team will confirm their leaving date and holiday or pay due. The nursery manager or deputy will conduct an exit interview with them before they leave.

**STAFF INDUCTION POLICY**

Whytebeams know the importance of giving a new member of staff need time to become familiar with the setting, procedures and policies. After the staff appointment has been made the new staff member will have a probationary period 6 months.

Staff will

* Be given our full policy pack by email before they start and key polices which should be read before they start.
* On day one, have a tour, introductions and start their induction with the manager or deputy, with day one tasks to be completed such as safeguarding brief and emergency evacuation procedures and manual handling.
* Understand it is vital that they understand the principles that underpin the setting’s policies and will be required to sign to say that they have read and understood the information.
* Be made fully aware of the vital part they play in underpinning children’s learning, children’s safety, and their need for physical and emotional care.
* Be assigned a buddy and shadow a qualified member of staff during key roles below until they feel confident in carrying out procedures for themselves. The new staff member will then be shadowed and observed carrying out key tasks.
* Be observed during the induction period informally and formally via ‘supervision.’
* Discuss their readiness and competency to begin carrying out roles unsupervised with the management team at induction reviews. If more time or training is needed this will be arranged. This will be checked off on the induction checklist.
* 3 reviews will take place between the staff member and management team before the final review which decides if the staff member has passed the probationary period.

Key Procedures

|  |
| --- |
| Daily Routine |
| Home time, pick up times, sending home learning and work, snack and lunch |
| Register |
| Emergency Evacuation practice – day 1 |
| Daily Checks, Health & Safety |
| Lost child |
| Accident/Incident/Behaviour/Medication forms |
| Injuries outside setting |
| Health and Hygiene |
| Keyworker responsibilities |
| EYFS File Keeping |

**All new staff**

* Will be made aware of manual handling and the health implications when lifting, over reaching or moving large and/or heavy pieces of equipment and lifting children. They will be shown how to safely lift large, heavy or awkward pieces of equipment and how to use trolleys and wheeled bases. They will be advised to risk assess for themselves where needed and decide when two or more people should lift equipment.
* Will be introduced to the paperwork, files and online systems they will be required to use by the manager or deputy. This will include background information and permission forms, methods of observation, planning and assessment via TAPESTRY and the Early Years Foundation Stage Curriculum.
* Will not have sole charge of children, be left unsupervised or take children to the toilet until they have received a clear, enhanced DBS.
* Will complete training courses on safeguarding children as a priority during induction and observation and assessment training as soon as possible. Further training needs and wants will be assessed during supervision.

**SUPERVISION**

All staff have supervision agreements which they and the manager sign as part of their induction and as necessary. Staff will be supervised regularly by the management team as part of our safeguarding procedures and duties. This is a two way process where staff are regularly and directly observed by the manager or deputy to assess their suitability and performance. The staff member has the opportunity to self-assess and discuss their performance in the observation along with any other issues. The management team will provide feedback and general comments and follow a set procedure to assess the staff members performance, suitability and wellbeing. Staff are asked directly during supervision if they have any safeguarding concerns or if they have anything to disclose. Each supervision is recorded in writing and the account is signed by both the manager and staff member.

**STAFF TRAINING - CONTINUAL PROFESSIONAL DEVELOPMENT**

Training is vital to promote an understanding of best practice and learning opportunities for children as well as keep up to date with the latest techniques and advice. Training builds staff knowledge and assists staff in their continued professional and personal development. Training is discussed at the staff meetings, inset days and during supervision and 1:1 annual appraisals. Training takes place in person, online, individually and in group sessions. After completing the standard and mandatory training courses as a new staff member, staff are kept informed of courses offered by the local authority and external sources and can asked to be booked on. Wishes will be granted where possible. The manager will inform staff when they are to complete refresher courses such as first aid, safeguarding, prevent and FGM. Courses are paid for by Whytebeams and staff are paid for their attendance of the course.

Staff development is actively implemented and encouraged and staff are encouraged to bring any information gained on a course into the work setting.

As part of their development staff are made aware of the Early Years Foundation Stage and should read the appropriate guidance. Staff are kept informed of changes, updates and new ideas.

We also have in house training from outside professionals which all staff are encouraged to attend again funded by Whytebeams.

**STAFF PROVISION and WELLBEING**

* Staff will be welcomed, treated fairly and with respect, in compliance with our inclusion, equality and diversity policy.
* Whytebeams aims to provide a safe working environment where physical safety and wellbeing are paramount.
* Staff wellbeing is highly valued, closely monitored and discussed during regular supervision.
* Managers ensure staff workload and work life balance is discussed in supervision and as necessary.
* Regular social events and inset days build team spirit and ensure staff are well cared for.
* Our caring ethos ensures that staff look out for each other and are mindful of each other’s needs.
* Staff wages are tiered in accordance with their level of responsibility and qualifications. Wages are reviewed by the company directors every year.
* Staff are allocated breaks in accordance with the law.
* Staff may store their personal effects in the kitchen. We do not have a staff room or lockers in our pack away setting and Whytebeams cannot be held responsible for any loss, damage or theft. Items or valuables are bought in at staff’s own risk
* Staff are encouraged to attend regular meetings and inset days and are kept up to date and informed via staff notice board and email updates. Staff are always encouraged to contribute their ideas.
* Staff have allocated time each week to work on their key children’s records via TAPESTRY and to ensure their paperwork is up to date.

**Staff Holidays during term time**

* Whytebeams operates for 39 weeks a year which usually fall in line with the local authority term dates.
* Staff are encouraged to take any holidays during the 13 week school holiday periods and these are set well in advance.
* To promote a good work life balance, staff may request additional unpaid leave for a holiday, special occasion or a child’s school event by speaking to the manager.
* The manager will consider anything already booked, the needs of the nursery at that time and let the staff member know if their leave can be granted.
* Staff may only book holidays or confirm arrangements once leave has been granted.
* Requests will be dealt with on a first come first served basis and staff should be reasonable with any requests made.
* Staff are asked to avoid seeking additional leave at key operational times where possible and always at the very start and end of the academic year.
* Only one member of staff at a time should usually be off during term time, although if sufficient and suitable cover can be arranged, this may be granted.
* All unpaid extra time off granted must be covered and it is the responsibility of the staff member seeking leave to arrange this and notify the manager or deputy. All dates and cover must be put in the diary once granted.

**ANNUAL APPRAISALS**

The manager conducts appraisals for all staff members every year. The deputy may do this in their absence. The purpose of the appraisal is to assess performance, praise success and identify points for development whilst assessing the years’ work. The manager will provide staff with a self-evaluation form and staff are asked to reflect and complete the assessment before the actual appraisal. There is an opportunity to identify any gaps in the setting’s training and development plan as well as identify individual’s need for development. Appraisals also provide an opportunity for an open and confidential two way discussion between the manager and each staff member where staff can discuss their role within the setting, providing the chance for any issues to be aired and resolved. Appraisals are written and kept on the staff members HR file. Staff may have copies upon request.

**STAFF CONDUCT**

At all times staff, paid or voluntary, are expected to:

* Promote safeguarding, welfare, inclusion, diversity and equality.
* Behave appropriately and in accordance with our ‘Behaviour Code.’
* Fulfil their job role as written in their contracts and job description.
* Complete any task that is reasonably asked of them within the setting.
* Behave appropriately and as a role model to the children and parents.
* Adhere to and act within the bounds of all our policies and procedures.
* Support and uphold the nurseries ethos and vision
* Not to do anything to that would damage the reputation of the nursery.
* Maintain confidentiality at all times
* Disclose any event that might make them unsuitable to work with children.
* Question anything they are unsure of.

**CLOTHING & APPEARANCE**

We ask our staff both paid and voluntary to:

* Maintain a casual, professional appearance suited to working with young children.
* Wear clean and tidy clothing with no rips or tears.
* Ensure clothing is not too revealing.
* Wear safe footwear.
* Wear supplied safety name badges.
* Tie back long hair.
* Keep jewellery safe and minimal.
* Keep nails a suitable length

**STAFF ILLNESS**

If a staff member is unable to come to work, they should inform the manager or deputy manager by phone as soon as possible to ensure that the correct child to adult ratio can be maintained. Staff may not work if they are deemed unfit for work and may be sent home, if necessary, after assessment by the management team. Staff may not work if they have had vomiting or diarrhoea and must not return to work until 48 hours from their last bought.

All members of staff are responsible for notifying the manager or deputy manager of any changes to their health, which may affect their ability to work in the setting. Guidance will then be asked from the appropriate agency.

Staff are able to approach the manager, deputy manager or owner freely.

**DISCIPLINARY & GRIEVANCE POLICY & PROCUDURES FOR EMPLOYEES**

This procedure is designed to help and encourage all employees to achieve and maintain standards of conduct, attendance and job performance. Whytebeams Nursery is committed to ensuring that all staff should be treated in a fair, consistent and sensitive way.

**Minor disagreements and issues**

Informal action will be considered, where appropriate, to resolve minor disagreements and issues involving nursery staff. This can be achieved at a regular staff meetings, inset days and management meetings. This can also happen informally by discussion.

**Disciplinary Policy & Procedure**

Where there is a more serious situation which arises, when a dispute cannot be resolved in an informal way or the manager or deputy is dissatisfied with the conduct, performance or activities of an employee, a formal disciplinary procedure will take place.

**Misconduct**

Misconductwhich may warrant action under the appropriate stage of the disciplinary procedure includes:

* Poor timekeeping or persistent lateness.
* Poor performance or failure to meet deadlines & standards.
* Unauthorized absence from work.
* Wilful failure to comply with a reasonable instruction from a member of senior management
* Persistent minor breaches of health and safety requirements
* Persistent failure to comply with policy or procedure
* Foul or abusive language.
* Sexual or racial harassment which is not sufficiently serious to fall into the category of ‘gross misconduct’.

The list is not exclusive or exhaustive and there may be other matters which are sufficiently serious to warrant categorization and consideration as either ‘misconduct’ or ‘gross misconduct’

Any disciplinary matter will normally be dealt with using the following procedure. At every stage the employee will be given reasonable notice that a disciplinary hearing is due to take place to give them the opportunity to prepare their case, they should be given the opportunity to be accompanied by a member of staff or /union representative if they wish to do so.

Disciplinary matters will be dealt with in three stages:

* Oral warning
* Written warning
* Notice of dismissal

**Oral Warning**

1. The employee will be interviewed by the disciplinary panel and the complaint explained.
2. The employee will be given the opportunity to fully explain his/her case.
3. After consideration by the panel and if a warning is considered to be appropriate, the employee will be:

* Told what corrective action should be taken.
* Given a reasonable length of time to rectify matters.
* Given appropriate training if such needs have been identified and given time to implement.
* Informed of any mitigating circumstances that have been taken into consideration when reaching the decision.
* Given a warning that if improvements are not made, then further action will be taken.
* Informed that they may appeal against the decision within 5 days.

The employee will be advised that this is the first stage of formal procedure. A record of the improvement note will be kept for 3 months and after that period of time it will be considered spent - subject to achieving and sustaining satisfactory performance.

**Formal written warning**

If further action is necessary the employee will be interviewed and given the opportunity to state his/her case. If there is a need for disciplinary action a letter will be sent to the employee.

* **The letter will** contain the reason for the reprimand.
* Explain the corrective action required and the time given to improve.
* Training needs that have been identified and the timescales for implementation.
* Warn that if improvements are not made in the time given further disciplinary action will be taken which could result in a final written warning which if unheeded could result in dismissal.
* Explain that an appeal could be made against the decision within 5 days.

**Final written warning**

If further action is necessary the employee will be interviewed and given the opportunity to state his/her case, within 1 week.

A disciplinary action letter will be sent to the employee.

* The letter will contain the reason for the reprimand.
* Explain the corrective action required and the time given to improve.
* Training needs that have been identified and the timescales for implementation.
* Warn that if improvements are not made in the time given further disciplinary action will be taken which could result in dismissal.
* Explain that an appeal could be made against the decision within 5 days.

**Dismissal**

If the employee fails to make the agreed improvements, then the employee will be interviewed as before and if the decision is to dismiss, the employee will be given the notice of dismissal, stating reasons and given the details of the right of appeal.

If progress is satisfactory, within the time given to rectify matters the record of warnings will be destroyed.

**Gross Misconduct**

If after investigation it is confirmed that an employee has committed a serious offence of the following nature (the list is not exhaustive), the normal consequence will be dismissal without notice or payment in lieu of notice:

* Ill treatment of children, including verbal and physical treatment.
* Theft or fraud
* Assault
* Malicious damage
* Gross carelessness which threatens the health and safety of others
* Failure to comply with policies or procedures causing serious risk or harm to others.
* Incapability at work brought on by use of drugs or alcohol
* A serious breach of confidence

While the alleged gross misconduct is being investigated, the employee may be suspended, during which time he or she will be paid their normal pay rate. Any decision to dismiss will be taken by the employer only after full investigation.

**Appeals**

At each stage of the disciplinary procedure the employee has a right of appeal and that appeal must be made in writing to the Manager and Owner. A Committee will conduct the appeal.

The procedure will be informal and the employee may have a friend/colleague or trade union official to speak for them.

* The employee will state why they are dissatisfied and may be questioned.
* The Manager and Chair will be asked for their point of view and may be asked questions.
* Witnesses may be heard and questioned by the Appeals Committee and by an employee and Deputy Manager.
* The Committee will consider the matter and make its decision.

A written record will be kept.

**Grievance Policy & Procedure**

**Informal grievance**

If an employee has a grievance, it should be discussed in the first instance with the Manager. If the grievance persists a management committee should be set up for the purpose of further discussion. The employee is entitled to have a colleague present. Employees’ grievances will be treated seriously and will be resolved as quickly as possible.

A grievance is a complaint by an employee about any aspect of his/her employment, e.g. nature or range of duties, conditions of service, relationships with other staff. The grievance must be one that lies within the powers of the management of the nursery to resolve, e.g. it cannot be about matters determined by national legislation.

**Formal grievance**

If the matter is serious and the employee wishes to raise the matter formally, the grievance should be set out in writing by the employee. If the grievance is against the manager and the employee feels unable to speak to them directly, he/she should be able to talk to the Owner.

**Grievance hearing**

The Manager or Owner will call the employee to a meeting to discuss the grievance, within 5 days of the grievance being received. The employee has the right to be accompanied by a colleague or trade union representative.

After the meeting the Manager or Owner will give you a decision in writing within 24 hours.

**Appeal**

If the employee is unhappy about the decision and wishes to appeal he/she should let the Manager/ Owner know.

The employee will be invited to a meeting, within 5 days and the appeal will be heard by an Appeals Committee. The employee has the right to have a colleague or trade union representative present.

After the meeting the Appeals Committee will give a decision, within 24 hours. The decision will be final.

All staff are provided with our disciplinary and grievance procedure by email when they commence employment. The purpose of which is designed to help and encourage all employees to achieve and maintain standards of conduct, attendance, and job performance. Staff can feel secure that any grievances they have will be resolved in an open, consistent and fair way with sensitivity. This procedure shows regard to ACAS and government guidelines and can be emailed toy anyone on request, to the manager.

**STUDENT PLACEMENT**

Whytebeams is committed to offering students work placements when possible. We recognise that the quality and variety of work which goes on at Whytebeams makes it an ideal setting for students on placement from schools and college childcare courses.

We ask prospective students to email the manager with their requirements and education setting contact details to request a placement. Students will receive a visitor induction from the management team on their first day before they spend time with the children.

We may ask students to visit us before confirming a placement so we may assess suitability. We may also contact the educational setting for a reference.

**Terms of Student Placement**

* Student numbers will be regulated so as not to cause disruption to the daily routine.
* Temporary short term students under the age of 17 do not count towards the adult:child ratio and will be supervised at all times.
* Students over the age of 17 on long term placements or apprentices aged 16 or over may be included in the ratio if the manager deems them competent and responsible and they also have a valid Paediatric First Aid certificate.
* Students are not permitted to be alone with the children or take them to the toilet.
* Students will be required to sign a form agreeing to work according to Whytebeams key policies and to comply with safeguarding policy and maintain confidentiality.
* Feedback will be given to the student and the school/college if applicable.
* Students must understand and ensure that the children must always come first.
* Students must adhere to our behaviour code, visitor guidelines and key policies
* Students must take their lead from employed staff

If students wish to conduct a child study, they must gain verbal permission from the manager and from the parents of the child in writing. They should also allow enough time for permissions to be sought.

Following a successful placement the manager is always happy to write references for future further education or job opportunities to support the student’s development and goals.

**VOLUNTEER / VISITOR POLICY.**

On occasion volunteers and/or visitors may come into Whytebeams. The individual skills and experiences that they can offer are welcomed and valued by both staff and children. Volunteers and/or visitors are not included in the staff to child ratio. Visitors will only be permitted with a legitimate purpose and should be booked in, if not known to the setting staff by emailing or calling us.

Regular long term volunteers over the age of 17 may be included in the ratio if the manager deems them competent and responsible and they also have a valid Paediatric First Aid certificate.

Visitors we regularly have include prospective parents, members of the police, fire fighters, health professionals, the Early Years Team local authority team, Ofsted and assessors.

**Volunteers and/or visitors**

* must individually register in the visitors’ book on arrival and departure and show ID if applicable.
* should read and follow the visitors guidelines on the front of the visitors' book.
* will be made to feel welcome so that they may feel comfortable and part of the setting.
* will not be left unsupervised with children at any time.
* Should not pick up or touch children other than their own
* Supervise any children of their own on setting visit including siblings
* will be entered on the register or in the visitor’s book in the case of an emergency evacuation they can be accounted for.

**Where appropriate or asked they should:**

* Read and adhere to the guidelines for volunteers/visitors, our behaviour code and agreements.
* Complete and sign an agreement form with regards to confidentiality, suitability and declare any convictions where applicable.
* Disclose any reason why they might be unsuitable to work with children.
* Be alert to safeguarding and to report any concerns or comments of concern by a child to the designated safeguarding lead or deputy.

**ABOUT OUR POLICIES and ANNUAL POLICY REVIEW**

Policies underpin our principles and ensure staff and parents are fully informed of the procedures, rules and regulations of the setting. Reflective practice and the comments of staff, children, visitors and parents will contribute to the policies and any changes. Any opinions or suggestions we receive will be discussed fully by the team and implemented if considered appropriate. Policies will be drawn up by the manager and approved by the owner before being published. Amendments will be made annually and as necessary by the manager. Major updates will be passes to the owner for approval. All updates will be shared with staff and training offered where necessary.

**Parents and carers**

Are introduced to the key principles of Whytebeams through our prospectus and welcome pack.

Parents are notified that a full policy document is available on our website

**Staff**

Are emailed our full policy document with their contracts of employment and are asked to sign to confirm that they have read, understood and agree to work within the restraints of the policies. Staff receive refresher training and updates on policies through the academic year as they happen.

**Whytebeams policies will be reviewed:**

* Annually and as necessary by the manager with input from staff, children, parents and visitors.
* In the light of new legislation.
* If quality assurance, local authority or central government require adjustments or additions.
* In the light of an incident happening within the group.

Last Updated 3rd February 2025

**FULL LIST OF INVIVIDUAL POLICY INCLUSIONS**

**2 Our Vision** Aims & Objectives

**2** **Statement of Educational Intent**

EYFS Curriculum, Areas of Learning, Whytebeams Wishes, Ofsted, Observation, Planning and Assessment, 2 year old Progress Check, Tapestry and Security, Partnership with Parents, Art & Craft

**11 Privacy Notice and Data Protection and Record Keeping**

**18 Confidentiality Policy and Information Sharing**

**20 Equipment and Resources, Outdoor learning**

**21 Keyworker Policy**

**22 Managing Behaviour & Physical Intervention Policy**

**28 Safeguarding Policy,** training, injuries outside the setting, protective ethos, disclosure, prevent duty

**34 Whistle Blowing Policy on Managing Allegations**

**37 Devices Policy,** photos and videos

**39 Social Networking Policy, Computer, Laptop & iPad Security & Prevent Duty**

**41 Inclusion, Equality and Diversity Policy**

**43 SEND Policy,** SENIF and EHCP

**48 Admission Policy, Funding & EYPP**

**50 Statement of Fees and Funding and Settling In Policy**

**52 Parental Involvement Policy**

**53 Arrival, Departure and Late Collection Policies and Attendance and Absence Polices**

**55 Health Safety & Hygiene Policies**

General health & safety, risk assessment**,** no smoking, vaping, alcohol or substances, hot drinks

policy, Pets and Animals Policy, manual handling, hygiene & toileting, intimate care, nappy changing,

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cooking activities.

**67 Medical Requirements, Allergy and Anaphylaxis, Administering Medication**

**70 Accidents, Incidents, and Emergency Policies & Procedures**

**71 Critical Incident Policy and Procedure**

**72 Fire & Emergency Evacuation Procedure**

**74 Emergency Closure Procedure**

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**78 Child Well Being & Illness Policies**

Taking a child to hospital, Children who become unwell nursery, when to keep your child at

home, Clothing, Jewellery, Sun Protection Policy, Pet and Animal Policy.

**82** **Outings Policy**

**82 Complaints Policy**

**83 Whistleblowing General Policy**

**87 Staffing Policies -** Recruitment, induction, supervision, training, CPD, staff provision, wellbeing,

holidays, appraisals, conduct, appearance, & illness

**92 Disciplinary and Grievance (95)**

**96 Student Policy Volunteer / Visitor Policy**

**97 About Our Policies and Annual Review**

**99 Full List Of Individual Policy Inclusions**

**Policies approved by the directors on 1st May 2024. Updated 3rd February 2025.**