



Scallywags Nursery
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2024

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Our vision

NATURE INSPIRED PLAY

We strive to create a nurturing and immersive environment where children can connect with and appreciate the natural world.

N – NURTURING a love for nature. Our children will foster a sense of awe and wonder for the natural world, encouraging them to observe, question, and learn from their surroundings. We strive to create a sustainable setting, where children learn about these sustainable practices and embed them into everyday life.

A – ADVENTURE and exploring the outdoors. At our setting, we believe that every child has the right to experience the wonders of nature, and develop a deep sense of respect for their environment. We prioritise outdoor learning and play, providing opportunities for children to explore, discover, and engage with the natural elements around them. Through hands-on experiences in nature, children develop a sense of wonder, curiosity, and a lifelong love for the outdoors.

T – TRAINING - We aim for our practitioners to become passionate about nature, and have appropriate knowledge and skills to guide children in their exploration. We prioritise the training and continuous professional development of our practitioners. We ensure that they have the necessary skills, knowledge, and understanding to provide the formative experiences that young children deserve. By investing in our practitioners, we guarantee that every child in our setting receives high-quality care and education. Our practitioners play a crucial role in creating a positive environment for children to flourish.

U - UNLEASH creativity through nature-inspired activities. We understand and respect the importance of childhood play. It is through play that children learn, grow, and develop essential skills. Our early years practitioners support and encourage play, ensuring that it is understood, respected, and valued.

R – RESPECT and care for plants, animals, and the environment. At Scallywags, we envision our early years setting to be a small model of what we would like the world to be. We strive to create a positive environment where children can flourish, where children's voices are celebrated, and where every child receives outstanding care and education.

E – EQUALTY We strive to create an early years setting that embraces diversity and celebrates different cultures. We believe that every child, regardless of their background, deserves outstanding early education and care, allowing them to explore and learn about different lifestyles and cultures. Through these experiences, children develop a positive attitude towards differences and learn to value diversity.

By following this mnemonic, we can ensure that nature-based play is integrated into the early years setting, fostering a deep connection with the natural world, and promoting holistic development for our children.

Scallywags Curriculum Approach

'**Purposeful Planning**' is a modern-day approach and pedagogy to early childhood, that relates to the how and practice of educating, focusing on research driven practice.

Our curriculum is a beautiful recipe of wonderful ingredients, carefully mixed together with experience, passion, and a love of early childhood.

Purposeful Planning refers to a set of instructional techniques and strategies which enable learning to happen and provide opportunities for the development of knowledge, skills, attitudes, and dispositions to take place, to create a positive environment where children can flourish.

Our pedagogy and curriculum includes the interactive process between individuals and the learning environment and recognises how children learn and develop at this stage and how it is facilitated.

Our curriculum is all about the mindful approach and the teachings of so many of the theorists and pioneers that as Early Childhood professionals we know well. We take elements from each approach that are fundamental to our daily practice and brings it together in a mindful and heart-centred approach.

Scallywags aims:

At Scallywags Nursery our curriculum provision will (Intent):

- Promote high standards of learning and attainment for children, enabling each one to reach their maximum potential.
- Move away from the use of plastics and commercialised toys, looking at recycling, upcycling, and authentic resources, ensuring sustainability within our setting.
- Intend for children to achieve independence, choice, collaboration, personal discovery.
- Enthuse children with a sense of awe and wonder for exploring their world
- Prepare children to be life-long learners who are always seeking to improve their understanding
- Equip children with the essential skills, understanding, attributes and attitudes needed to play a full, successful part in society, taking into consideration cultural capital.
- Promote the fundamental British Values of the rule of law, democracy, individual liberty, mutual respect, and tolerance of those with different faiths and beliefs.

At Scallywags, we believe in a curriculum that:

- is broad and balanced through the **Early Years Foundation Stage (2024) (EYFS)**
- is firmly based on and promotes **Anna Ephgrave's 'in the moment planning' (ITMP)** which is flexible and responsive to individual needs interests and 'sparks', through a responsive planning approach to create teachable moments.

- supports a pedagogy that promotes children's active participation and how learning is facilitated, supporting **Vygotsky's Zone of Proximal Development (ZPD)** children are able to reach their maximum potential through scaffolding learning from a more knowledgeable other.
- Supports the natural unfolding of a child through **Pikler's** approach, allowing children to have space and possibilities for free movement, to move simply, confidently and naturally.
- Makes ordinary moments extraordinary, through rituals instead of routines, by incorporating our hearts completely, adding a touch of magic, taking our inspiration from the **Te Whariki curriculum**. Through **rituals** comes empowerment, belonging, excitement and connection. Participation and collaboration in these moments are an important part of children's learning experiences, enhancing their sense of identity, and belonging. We value our connections and cherish all of the beautiful care moments we get to see throughout the day, at sleep time, nappy changes ect., we take time to stop, to pause, to listen to what children need and to create a special moment each and every time. No child is the same in those moments, so their routines and rituals are all unique to them too.
- is encouraging the wonder, possibilities, and independence that can only come from a child and their innate desire to explore the world around them, being active in the process of learning, stepping back and allowing children to observe their mistakes and self-corrections which is used through the **Characteristics of Effective Learning (COEL)** and how children learn.
- Is a creative natural environment full of beauty, small natural objects and re-sources and adapting the learning environment and resources to suit the children's interests and meet their needs through **Reggio** inspired learning, to ensure our children are oozing in creativity and are able to use open-ended materials in a multitude of ways.
- Follows the '**seasons**' and ensure that love of nature is embedded throughout our setting's, play experiences and environments with inspiration from the **Wanderlust Nature Study**. We believe in helping children connect, respect, and appreciate their natural world.
- Focuses on the **Hygge, the Danish approach**, by having a happier and more simple life, supporting wellbeing by using elements of warmth and cosiness to make the most of every day.
- Emphasises a progression of transferable skills through **Piaget's schema approach**.
- Develops the whole person by meeting their basic needs first through **Maslow's hierarchy of needs**.
- Possesses a significant local, national, and global dimension, adopting the use of **Bronfenbrenner's model**, embracing the environment and expertise locally before globally and taking into consideration our British values and promoting these throughout.
- is filled with rich, first-hand, purposeful experiences, encourages their imagination, sense of truth and feeling of responsibility, tailored from **Steiner's education approach**, encouraging children's creative attributes before intellectual.

- Is based on warm and loving, positive relationships, built on **Bowlby's key person approach** and through the EYFS themes within our family groups.
- Is inclusive and encourages staff and children to value all individuals, recognising their unique attributes, qualities, and ways of being. Central to good inclusive practice is children's rights. **The UNCRC (1989)** outlines the basic human rights to which children up to the age of eighteen everywhere are entitled: the right to survival; the right to the development of their full physical and mental potential; the right to protection from influences. We provide a safe environment where parents, staff and children can learn about each other's differences and similarities and learn to empathise and value each other.

Our national curriculum:

Early Years Foundation Stage

Scallywags Nursery follows the Early Years Foundation Stage Framework. This curriculum model sets standards for the learning, development, and care of children from birth to 5 years old. All maintained schools and Ofsted-registered early years' providers must follow the EYFS, including childminders, preschools, nurseries, and school reception classes.

Areas of the EYFS curriculum include **Personal, Social and Emotional Development; Communication and Language; Physical Development Literacy; Mathematics; Understanding the World and Expressive Arts and Design**

The EYFS 2024 states:

"1.1. Early year's providers must guide the development of children's capabilities to help ensure that children in their care will fully benefit from future opportunities."

Our approach fully allows this to happen and encourages the children to pursue their own interests.

How do we plan for our children?

At Scallywags Nursery our planning approach is all about seizing the moment for children to progress. Based on what the children are already deeply involved in, our way of planning relies on skilled practitioners, using quality interactions, to draw out the children's knowledge and build on this within that moment, to create high quality learning experiences. This means that practitioner's needs outstanding skills to be able to see a spark and interest from the child's perspective and to know when to intervene and when to stand back and observe, knowing the difference between interacting an interfering

Our approach is all about capturing the moment and ensuring the children are happy, engaged and their wellbeing is supported through play, linking to the **Leuven scale**, we strongly believe at Scallywags, mindful passionate educators are the key to this success.

The scaffolding approach

National Strategies document states:

“It is in the moment of curiosity, puzzlement, effort or interest – the ‘teachable moment’ – that the skilful adult makes a difference.”

We use this teachable moment alongside the term scaffolding (**Vygotsky**), which refers to a process in which practitioners model or demonstrate practice, and then step back, offering support as needed. At Scallywags, mindful educators interact and encourage talk with children, keeping with the child’s interest and attention. Getting down to their level and being excited about what the child is doing, exploring, or interested in! To ask open-ended questions which promote thoughts and clarity of ideas and thinking. Through verbal interactions which promote development of children’s language and thinking skills, children and practitioners share a magical bond of **Sustained Shared Thinking (SST)**.

What does the child gain from our planning approach? (impact)

The child will feel valued, important, interesting, capable, and able to learn as well as gaining outstanding knowledge, skills and understanding therefore making progress in several or all areas of the Early Years Curriculum. Children will gain real life experiences, learning how to care for others, express themselves, learn empathy, self-regulation, and lifelong skills.

We encourage staff to share their experiences and values with the children and to learn alongside them too, we believe by sharing our own inspirations, our children will grow up to be strong and inspiring individuals with the appropriate values, skills, and knowledge to prepare them for later life. We ensure that our setting is an extension from their own and not a watered-down version of school.

What does the practitioner gain from our planning approach? (impact)

The practitioner will feel valued, important, interesting, capable, and able to teach, as well as gaining a sound understanding of the child’s knowledge, skills, attitude, understanding and progress and teaching and learning alongside / from the child. Staff will feel inspired within their practice and supported within the team, to share their individual achievements and feel highly valued as we ensure a mentally healthy workplace is created.

How can we meet Ofsted’s inspection framework?

Jane Wotherspoon HMI (quoted in an Early Years Course by Anna Ephgrave 2017) states, *“Teaching is all those different things that you do as an adult that help young children learn, communicating, modelling language, working with children as they initiate their own play and activities, being ready to intervene on the moment, demonstrating how to do something, explaining why something is as it is, showing children something, exploring ideas with them, encouraging them, questioning them, checking what it is they are understanding, helping them to record something that they did so that they get the structure and sequence of events, providing a narrative for what they are doing, facilitating what they are doing, setting challenges, all those sorts of things are the sorts of things we mean when we are teaching.”*

EYIF 85. *“Inspectors must spend most of the inspection time gathering first-hand evidence by observing the quality of the daily routines and activities of children and staff. These observations enable inspectors to judge the contribution practitioners make to children’s learning, progress, safety, and well-being. The observations should also enable them to collect sufficient evidence to support detailed and specific recommendations about improvements needed to the quality of education, behaviour and attitudes, personal development, and leadership and management.”*

Our planning approach ensures that our early years practitioners will be doing all of these things, all day, every day, through child led play.

Planning on paper

This way of working means that all written planning is retrospective (there is no forward planning). Each practitioner records what they have done to help the children progress each day on the planning child’s focus sheet and Tapestry photographs will be taken throughout the day. When planning this way, time is used at the end of each session (morning and afternoon) to give the children an opportunity to talk about what they have learnt and in most cases the educator can use this as a whole room teaching opportunity or to consolidate knowledge.

Observations

All observations made of the children must be based on quality interactions between children or children and practitioners. They must include any teaching that has taken place or progress that a child or group of children have made. All practitioners are responsible for highlighting progress in observations. Emphasis is highly placed on using pondering...’ statements i.e. ***‘I wonder if...’, ‘I wonder what...’, ‘I wonder how...’***. We feel that this approach to questioning is a lot less pressurising and allows the children to open more readily, rather than closed questions which require one answer. Observations will be written up at the end of the interaction with the child, NOT during, however it is particularly important that children see the practitioners recording observations for their focus sheet and to become outstanding role models, and for the children to imitating our actions, knowing that writing as a meaning.

Focus Children

Every three-four weeks, each child will be a focus child, and will have a learning journey completed, where quality interactions and learning experiences will be recorded on sticky labels and stuck onto their sheet. This will make up part of their learning journey. However, we follow the needs of the individual child, and their focus days may change due to their individual needs on that day.

The Learning Environment

When creating our learning environment, we aim to create a place of creativity, imagination, experimentation, and exploration. We are inspired by Loris Malaguzzi and ensure that our

environment acts as a third teacher - *“There are three teachers of children: adults, other children, and their physical environment.”*

What is in a space, a room or garden, and how it is arranged can affect the learning and behaviour of adults and children. At Scallywags, our objective is to create a pleasant atmosphere, where children, families and practitioners feel understood and at ease.

This is achieved by paying thoughtful attention to creating an environment that enables children to develop relationships with the world around them, themselves, and each other.

This way of planning means that the learning environment (both the indoor and outdoor environment) and resources within it, constantly need to be reviewed and adapted to ensure that the children’s level of involvement is consistent throughout all areas.

We also support festivals, celebrations and particular child-led interests through provocations and enhancements to ensure all children are provided with the opportunity to explore play through their own lines of enquiry.

Parental Involvement

Parents are involved throughout the week by having mini parents’ evenings after their focus day to ensure that all areas of development are being met for that child and to discuss what areas the parents may wish to be supported next. This is a chance for their family group to celebrate their children’s successes throughout the day and share this through written and photo observations. Once commented on by the parents, the children’s focus sheet is then uploaded onto tapestry for parents to view. Parents have access to Tapestry throughout the day and once approved the observations are sent to straight to parents. Within Scallywags, all rooms support home learning by adding different activities, experiences, and stories. We strongly encourage parents to add observations from outside of the setting onto Tapestry to support their learning.

Policy reviewed and updated September 2023

CHILD PROTECTION / SAFEGUARDING POLICY

Sallywags Nursery **Designated Safeguarding Lead's (DSL) are:**



Kerry Lowe
07968355098



Emma Reynolds
07951891677



Nicola McPherson-
Mason
07841638127



Dani Hatch
07914795636



Abbie Swann
0779299604

The designated safeguarding leads will be contactable at all times in the event of a safeguarding allegation they will report this to either The Children and Family Hub, The Essex Local Authority Designated Office (LADO), in the case of immediate danger the DSL will contact the police. There will be a named Duty DSL each day on site.

The designated lead main role is to ensure all children and families are safe and secure and will ensure all information is only shared with outside agencies/ professionals working with the children and family. The DSL qualifications are upskilled every 2 years through the local authority.

Managing Allegations against Staff

If an allegation is made about an employee working with children/young people, you must report to your Designated Safeguarding Lead. The Designated Safeguarding Lead may need to contact Essex Local Authority Designated Officer (LADO) for an initial discussion to determine whether the Essex LADO threshold has been met. If the allegation is deemed high level and meets the threshold we will contact Essex LADO. If the allegation is deemed low level an internal investigation will be carried out.

The allegation must be reported to the DSL. If a DSL is the subject of the allegation, then this must be reported to an alternative DSL. If the staff member is made aware of the allegation by another member of staff they have a duty to inform a DSL of the allegation that has been made against them. A disclosure form must be completed by all parties involved.

High Level Allegations

The LADO should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicated they may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates that they may not be suitable to work with children.

Any concern that meets the criteria above should be referred **within one working day** of the concern coming to your attention as this is a high-level concern. This should not be investigated in house until LADO have been contacted.

When a safeguarding allegation about a member of staff or an adult working in an early years and childcare setting (or yourself if you are a childminder) is reported or known, the correct procedure MUST be followed:-

1. The Lead person for Safeguarding in the setting [Designated person] must be informed (unless they are the subject of the allegation)
2. The Manager of the setting must be informed (unless they are the subject of the allegation)
3. The setting must contact the Local Authority Designated Officer (LADO), without delay but within 24 hours of any situation arising. Telephone: 03330 139797.
4. **Ofsted must be contacted as soon as possible** but at least within 14 days on: 0300 1234666 or online at: https://ofstedonline.ofsted.gov.uk/ofsted/Ofsted_Early_Years_Notification.ofm **Setting should document this.**

YOU MUST NOT speak to the member of staff or adult concerned OR take any action about the allegation until you have spoken with the LADO, as this could jeopardise any possible subsequent investigation

How to Manage Safeguarding Allegations made about a member of staff, yourself or another adult working in an early years and childcare setting

Essex County Council
Early Years and Childcare (May 2016)

Safeguarding allegations should:-

- be dealt with fairly, quickly and consistently
- be dealt with in a way that provides effective protection for the child
- support the person who is subject of the allegation

LADO leaflet



The Role of Essex LADO

Essex Local Authority Designated Officer (LADO), Ofsted and the Safeguarding Partners will then be informed immediately in order for this to be investigated by the appropriate bodies promptly:

- The Essex LADO will be informed immediately for advice and guidance within one working day.
- A full investigation will be carried out by the appropriate professionals (Essex LADO, Ofsted and safeguarding partners) to determine how this will be handled
- The nursery will follow all instructions from the Essex LADO, Ofsted and the safeguarding partners and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with Essex LADO support and advice
- The nursery reserves the right to suspend any member of staff during an investigation on the advice from Essex LADO, Ofsted or our safeguarding partners of a safeguarding professional
- All enquiries/external investigations/interviews will be documented and kept in a confidential file for access by the relevant authorities. If information needs to be shared we will request a secure link form Essex Duty LADO
- Unfounded allegations will result in all rights being re-instated
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police, and will result in the termination of employment. Ofsted will be

notified immediately of this decision. The nursery will also notify the Disclosure and Barring Service (DBS) to ensure their records are updated

- All records will be kept until the person reaches normal pension age or 10 years, whichever is longer (Department of Education 2023). This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary re-investigation. All investigations whether founded or unfounded will remain on individual staff files.
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry

Low Level Allegations

If an allegation falls within low level concerns but does not fall within the LADO threshold, in house investigation and action should take place after assessing the risks to children. Scallywags may choose to follow our disciplinary procedures, ensuring the DSL make a professional judgement towards this, depending on the situation and event.

This would include:

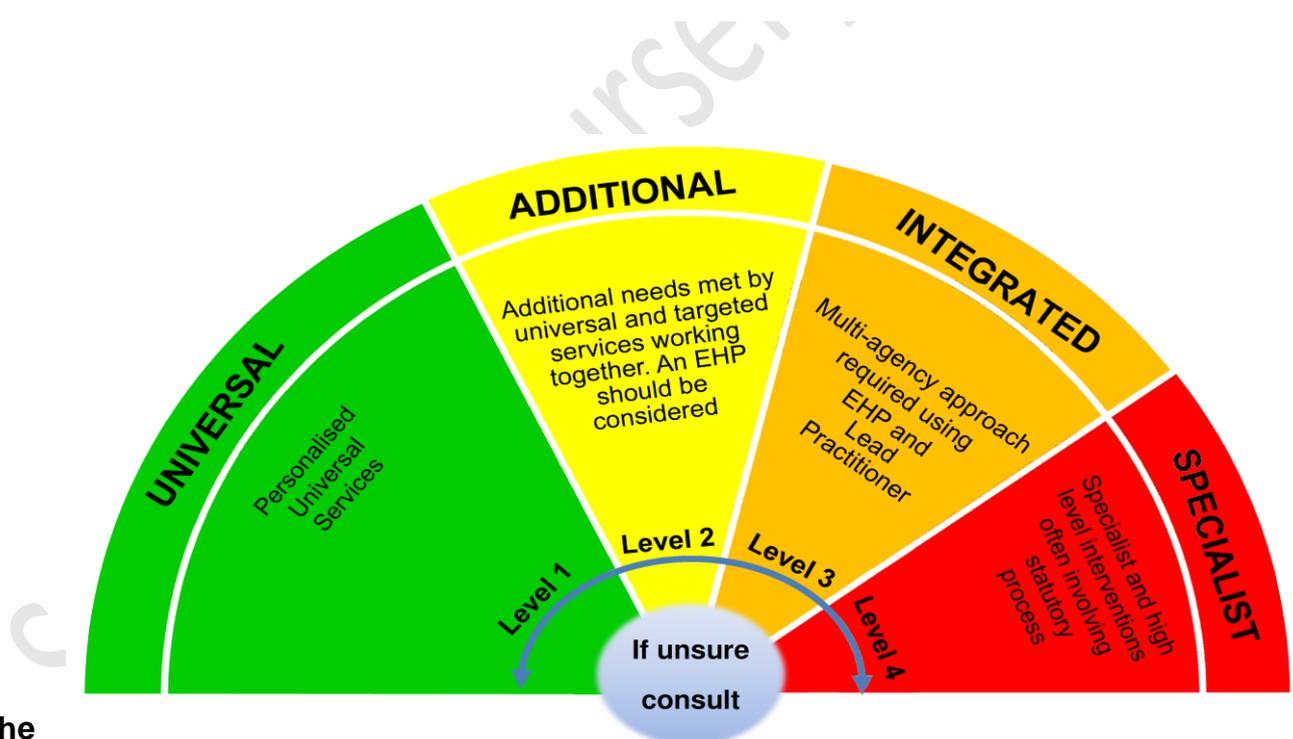
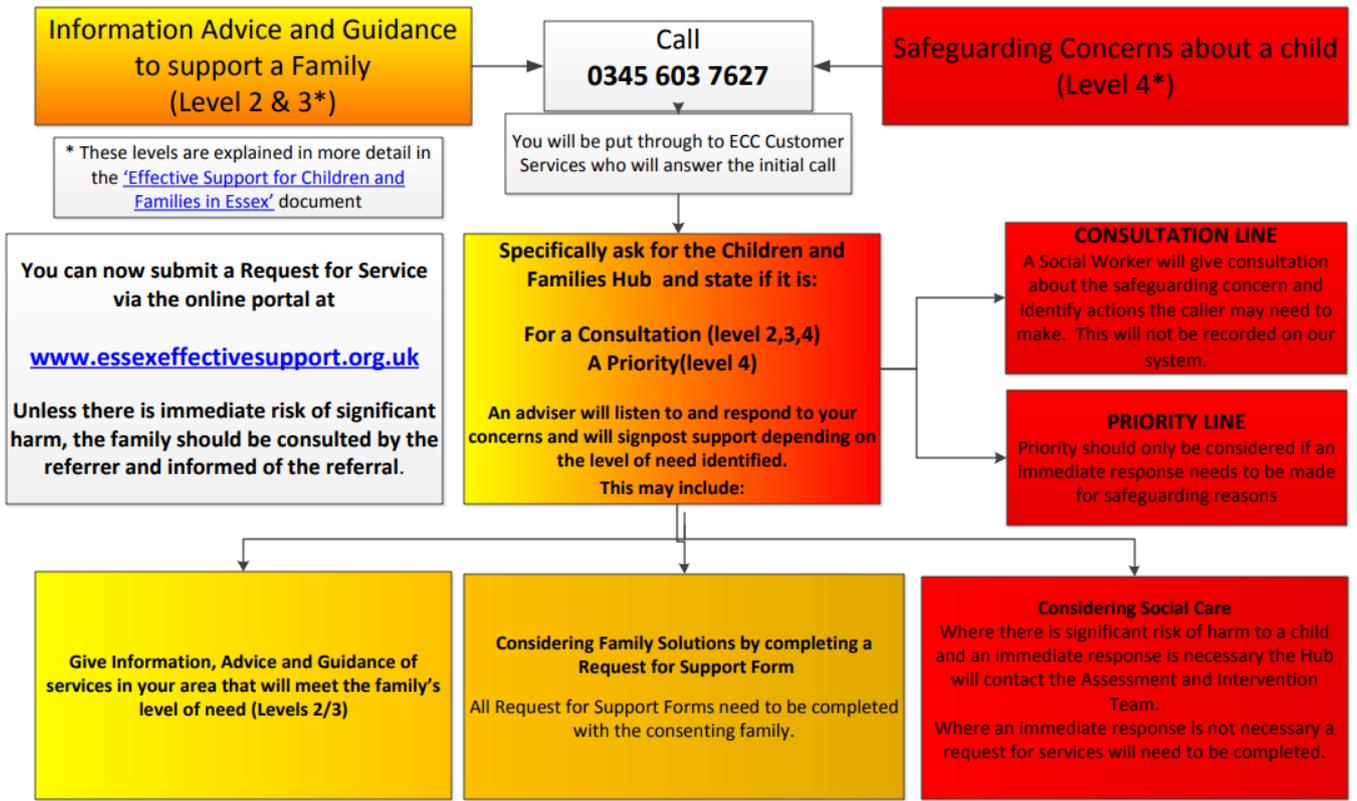
- not following the settings policies and procedures
- poor supervision of children (but they were not directly harmed)
- Poor delegation
- Failure to adequately risk assess a situation that had the potential to impact children's safety and/or wellbeing
- Poor communication between staff members
- Not sharing information in a timely manner
- Putting self before the needs of the children
- Not responding appropriately to the needs of a child
- Poor behaviour that may impact children's self-esteem
- Ineffective equality and diverse practices.
- Abdication of responsibility
- Poor judgement
- Thoughtless behaviour or actions that lead to unintentional consequences.

Our nursery has a clear commitment to protecting children and promoting welfare. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the DSL at the earliest opportunity.

The Children and Family hub - 0345 603 7627

- Provides Advice and Guidance to the public and professionals looking for support at Level 2 and Level 3
- Is the referral pathway to request for support from Family Solutions (Level 3 Intensive Support)
- Is the referral pathway for any safeguarding concerns at Level 4 (Specialist on the Effective Support Windscreen)

Children and Families Hub Partner Access Map
 (Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm) Out of Hours Tel no: 0345 606 1212



The Effective Support Windscreen

The Effective Support Windscreen illustrates how Universal, Early Help (Additional and Intensive) and Specialist services in Essex are provided and how support is made available at each level of need for children and young people and their families.

Safeguarding Policy reviewed and updated September 2023

WHISTLE BLOWING POLICY

Welfare requirements:

W.1 Safeguarding and promoting children's welfare

W.1.1 Take necessary steps to safeguard and promote the welfare of children in the setting

W.2 Suitable people

W.2.1 Adults looking after children, or having unsupervised access to them, must be suitable to do so.

W.2.1 Adults looking after children must have appropriate qualifications, training, skills and knowledge

W.2.3 Staffing must be organised to ensure safety and to meet the needs of the children

Scallywag's Day Nursery provides a place of safety and security for the children. All staff must feel confident and able to share any concerns regarding any of the children in their care, the parents or other staff members. We have an open and honest environment and an "open door" policy.

If any member of staff has a concern, they should feel a genuine freedom to be able to discuss it with a senior member of staff.

All adults working within the setting should be observant at all times to ensure high standards of care to all children. Whilst we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective, there may be occasions where this may not be happening.

It is vital that all team members talk through any concerns they may have with their manager or deputy manager at the earliest opportunity to enable problems to be resolved as soon as possible.

DISCLOSURE OF INFORMATION

If at any point you become aware of information that you reasonably believe tends to show one or more of the following, you **MUST** use the nursery disclosure procedure set out below:

- That a criminal offence has been, is being or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any obligation to which they are subject e.g., EYFS, Ofsted, Scallywags policies
- That a miscarriage of justice that has occurred, is occurring, or is likely to occur.
- That the health and safety of any individual has been, is being, or is likely to be endangered
- That the environment has been, is being or is likely to be damaged
- That information tending to show any of the above, is being, or is likely to be, deliberately concealed.
- Any disclosure needs to be recorded on the nursery disclosure form and attached to a body map if required. These to be completed at the time of the disclosure/incident and required to be court ready along with any other evidence obtained.

DISCLOSURE PROCEDURE

If this information relates to safeguarding, then the safeguarding policy should be followed

- Where you reasonably believe one or more of the above circumstances listed above has occurred you must promptly disclose this to your DSL Nicola McPherson-Mason or Abbie Swann Nursery Managers or Kerry Lowe, Emma Reynolds Nursery Owners (Offsite)

- Employees will suffer no detriment of any sort for making such a disclosure.
- Any disclosure or concerns raised will be treated seriously and dealt within a consistent and confidential manner
- Any employee who is involved in victimising employees who make a disclosure or takes any action to deter disclosure or who makes a malicious allegation or disclosure in bad faith will be subject to disciplinary action which may result in dismissal.
- Failure to report serious matters will be investigated and will also lead to disciplinary action which may result in dismissal
- Any employee who inappropriately deals with a whistleblowing issue may be deemed to have engaged in gross misconduct which could lead to dismissal.

Sallywags nursery prides itself on its caring and safe environment and has high standards in relation to all aspects of the care of children. This is including safe handling, positive and kind communication, and caring attitudes. All staff have a responsibility to maintain these values and to follow nursery policies and procedures at all times. If you believe any colleague is in any way not upholding this ethos, it is your responsibility to disclose your concerns to a leader/manager and you **MUST** do so promptly. Failure to do so may result in disciplinary action which may lead to dismissal. Leaders and Managers have a responsibility to address all disclosures appropriately. Any disclosure made will be followed up with our safeguarding partners and advice will be taken on appropriate next steps to take.

LADO 0333 013 9797

OFSTED Whistleblowing Hotline 0300 1233155

NSPCC - The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.

If you think an organisation is putting children at risk, even if you're not certain, call us today to talk through your concerns. NSPCC 0808 800 5000

When to call

If you have any concerns about a child in your workplace you should raise this with your employer or organisational safeguarding lead in the first instance.

You should call the Whistleblowing Advice Line if:

- **your organisation doesn't have clear safeguarding procedures to follow**
- **you think your concern won't be dealt with properly or may be covered-up**
- **you've raised a concern, but it hasn't been acted upon**
- **you're worried about being treated unfairly.**

You can call about an incident that happened in the past, is happening now or you believe may happen in the future.

What to expect when you call

One of our call handlers will connect you with a trained practitioner.

They will discuss your concerns with you and:

- talk you through the whistleblowing process
- take details of your concern
- explain the protection available to you if you need it
- get relevant agencies and authorities to take action on your concern.

You don't have to tell us who you are if you don't want to - you can remain anonymous. If you do give us your name and contact details you can ask us not to share these with other agencies.

The Whistleblowing Advice Line isn't intended to replace any current practices or responsibilities of organisations working with children. We encourage professionals to raise any concerns about a child to their own employer in the first instance.

Policy reviewed and updated October 2023

Child Protection/Safeguarding Legislation and Documentation

The Government documentation of Working Together to Safeguard Children 2023 has defined the term 'safeguarding children' as:

“Protecting children from malnutrition

Preventing impairment of children’s health and development

Ensuring children as growing up in circumstances consistent with the provision of safe and effective care

Taking actions to enable all children to have the best outcomes”

Early years settings and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil their responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is the best interests of the child. (Keeping Children Safe in Education- DfE, 2023)

Scallywags Child Protection/Safeguarding policy is for all staff, parents, volunteers and the wider nursery community. It forms part of the safeguarding arrangements for our nursery and is written in conjunction with the following:

- Working together to safeguard children December 2023
- Keeping Children Safe in Education (DfE 2023)
- Information sharing for practitioners 2018
- Inspecting safeguarding in Early Years Education and Skills Setting (Ofsted 2022)
- The nurseries Behaviour policy
- The staff behaviour policy
- The safeguarding response to missing children from education
- The role of the designated safeguarding officer

A child centred approach

A child-centred approach to safeguarding

10. This child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.

11. All practitioners should follow the principles of the Children Acts 1989 and 2004 - that state that the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

12. Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including sexual, physical and emotional abuse; neglect; domestic violence; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.

- The development of appropriate procedures and the monitoring of good practice in Essex are the responsibilities of the [Local Authority Safeguarding Partners](#). Essex has defined these as the Local authority, Essex Police and the Clinical Commissioning Group (NHS). In Essex, all professionals must work in accordance with the [SET Procedures \(ESCB, 2022\)](#) and [Working Together to Safeguard Children 2023](#).

Our nursery works in accordance with the following legislations and guidance (this is not an exhaustive list):

- Keeping children safe in Education (DfE 2023)
- Working together to safeguard children 2023
- Effective Support for Children and Families in Essex (ESCB 2021)
- Multi-Agency Safeguarding Arrangements (MASA) 2022
- SET Procedures (2022)
- Children's Act (1989, 2004)

Policy reviewed and updated January 2024

What is child abuse?

All members of staff here at Scallywags attend safeguarding courses provided by the local authority, staff are able to complete their training and knowledge, courses are renewed every year for practitioners completing their level 2 training. DSL training is reviewed and refreshed every 2 years. We regularly visit the ESCB website to ensure all new legislation is updated and implemented into the setting. DSLs attend termly safeguarding briefings and cascade updates across the team through supervisions and in-house staff training. Supervisions are carried out every 6-8 weeks and involve a safeguarding meeting and questionnaire.

These are things practitioners should be able to identify and act upon using the correct procedures. It is paramount that you follow the correct steps and take into consideration the settings confidentiality policy. It is important that at all times you do not make judgement and that you raise any concerns you have with the DSL. It is important to record any evidence you collect with time and date, this must be recorded on an existing injury form with body map attached and/or a disclosure and incident form, these are located in safeguarding children folder or the rooms master folder.

It is important to remember not every child will tell you they are being abused, some may have little speech or communication skills, others may be too scared, some may have been told to keep a secret. It is important to remember that as a practitioner you never assume by putting words or ideas into children's mouths, do not at any time act shocked or upset. As a family group you will recognise changes in your child's behaviour, ensure you document these changes. Any conversations must be recorded word for word.

There are main contact points that your DSL may contact, they are:

- Children and Families Hub
- Local LADO workforce team
- NCPCC Child Protection Helpline
- Ofsted
- The police

Child abuse is present in 5 recognised forms:

Neglect

Physical signs to look out for:

- Constantly hungry, stealing food from others.
- Being in an unkempt state, dirty and/or smelly.
- Loss of weight or constantly being underweight. Inappropriately dressed for weather conditions.
- Untreated and ongoing medical conditions- not being taken to medical appointments for illnesses or injuries.

Behavioural signs to look out for:

- Being tired all the time.
- Missing school or frequently being late.

- Failing to keep hospital or medical appointments
- Having very few friends
- Regularly being left alone or unsupervised.
- Compulsive stealing, scavenging especially for food.
- Failure to thrive

Physical abuse

Physical signs to look out for:

- Injuries which the child is unable to explain or cannot explain convincingly.
- Injuries that are left untreated or treated but inadequately.
- Injuries which are apparent in place when injuries do not usually occur.
- Bruising or marks which resemble hand or finger marks
- Cigarette burns, human bites.
- Broken bones (particularly in children under 2)
- Scalds, especially those with upward splash marks, where hot substance has been deliberately thrown over the child, or “tide marks”-rings on the child’s arms, legs or body where the child has been made to sit or stand in very hot water.
- Fabricated illness
- FGM – Female genital Mutilation

Behavioural signs to look out for:

- A child is reluctant to have their parents contacted.
- Aggressive behaviour or severe temper outbursts.
- A child who runs away or shows fear of going home.
- A child who flinches when approached or touched.
- Reluctant to get undressed for sporting or other activities when changing into other clothes is normal.
- Covering of arms and legs during hot weather.
- Depression or moods which are out of character.
- Unnaturally compliant to parents or carers.

Emotional abuse

Physical signs to look out for:

- A failure to grow or to thrive (particularly if the child thrives away from their home situation)
- Sudden speak disorders.
- Delayed development, either physical or emotional

Behaviour signs to look out for:

- Compulsive nervous behaviour such as hair twisting or rocking.
- Unwillingness or inability to play.
- An excessive fear of making mistakes.
- Self-harm or mutilation.
- Reluctance to have parents contacted.
- An excessive defence towards others, especially adults.
- An excessive lack of confidence.

- An excessive need for approval, attention and affection.
- An inability to cope with praise.

Sexual abuse-

Physical signs to look out for

- Pain, itching, bruising or bleeding in the genital or anal areas.
- Any sexual transmitted disease.
- Recurrent genital discharge or urinary tract infection without apparent cause.
- Stomach pains or discomfort when the child is walking or sitting down.

Behavioural signs to look out for:

- Sudden or unexplained changes in behaviour
- Apparent fear of someone.
- Running away from home
- Nightmares and or bedwetting.
- Self-harm, self-mutilation or attempts at suicide.
- Abuse of drugs or other substances.
- Eating problems such as anorexia or bulimia.
- Sexualised behaviour or knowledge in young children.
- Sexual drawings or language.
- Possession of unexplained amounts of money.
- Child adapting the parental role at home and functioning beyond their age level.
- The child not being able to have friends (particularly in adolescence)
- Alluding to secrets which they cannot reveal.
- Telling other children or adults about the abuse.
- Alluding to secrets which they cannot reveal.
- Telling other children or adults about the abuse.

Domestic Abuse

The Government (2012) defines domestic violence as

"Any incident or pattern of incidence of controlling, coercive or threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between those aged 16 or over or who are or have been intimate partners or family members, regardless of gender or sexuality."

This includes issues of concern to black and minority ethnic (BME) communities such as so called 'honour-based violence', female genital mutilation (FGM) and forced marriage.

Whatever form it takes, domestic abuse is rarely a one-off incident, and should instead be seen as a pattern of abusive and controlling behaviour through which the abuser seeks power over their victim. Typically, the abuse involves a pattern of abusive and controlling behaviour, which tends to get worse over time. Domestic abuse occurs across society, regardless of age, gender, race, sexuality, wealth, and geography. The figures show, however, that it consists mainly of violence by men against women. Children are also affected, both directly and indirectly and there is also a strong correlation between domestic violence and child abuse suggesting overlap rates of between 40-60%.

This policy is written in line with the Domestic Abuse Act 2021

Essex Compass Helpline for domestic abuse – 0330 333 7444

Open 8am-8pm weekdays and 8am-1pm weekends

Online referral: www.essexcompass.org.uk

Female Genital Mutilation

Female genital mutilation (FGM), sometimes referred to as female circumcision, involves females, usually under the age of 16, undergoing procedures wrongly believed to ensure their chastity and marital fidelity. The procedure can range from impairment to complete removal of the labia and clitoris. This is often done without the young women's consent, anaesthetic or with regard for infection. It is estimated that every year two million women will undergo genital mutilation.

FGM occurs in parts of Africa, the Middle East, Indonesia, Malaysia, Pakistan, and Iraq. Many girls living in Britain will be affected as they are taken from their homes to other countries to undergo this procedure. This practice is against the law under the Female Genital Mutilation Act (2003) also amended in the Serious Crime Act (2015), even if the procedure is undertaken abroad.

Symptoms may include bleeding, painful areas, and acute urinary retention, urinary infection, wound infection, septicaemia, and incontinence, vaginal and pelvic infections with depression and post-traumatic stress disorder as physiological concerns. If you have concerns about a child relating to this area, you should contact children's social care team in the same way as other types of physical abuse.

Fabricated illnesses

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation. The signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g., through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support. Parents may regularly change GPs and present at different hospitals. This has previously been known as Munchausen by proxy. Munchausen syndrome is a mental disorder that causes a person with a deep-seated need for attention to fake sickness or injury. Munchausen syndrome by proxy (MSP) is a disorder in which the caretaker of a child either makes up fake symptoms or causes real symptoms to make it appear as though the child is injured or ill. The term "by proxy" means "through a substitute." Though MSP is primarily a mental illness, it's also considered a form of child abuse.

Honour based violence (HBV)

HBV is a form of domestic abuse which is perpetrated in the name of so called 'honour'. The honour code which it refers to is set at the discretion of male relatives and women who do not abide by the 'rules' are then punished for bringing shame on the family (CPS.gov.uk 2017). Infringements may include a woman having a boyfriend; rejecting a forced marriage; pregnancy outside of marriage; interfaith relationships; seeking divorce, inappropriate dress or make-up and even kissing in a public place.

HBV can exist in any culture or community where males are in position to establish and enforce women's conduct, examples include Turkish; Kurdish; Afghani; South Asian; African; Middle Eastern; South and Eastern European; Gypsy and the travelling community (this is not an exhaustive list).

Males can also be victims, sometimes as a consequence of a relationship which is deemed to be inappropriate, if they are gay, have a disability or if they have assisted a victim.

This is not a crime which is perpetrated by men only, sometimes female relatives will support, incite, or assist. It is also not unusual for younger relatives to be selected to undertake the abuse as a way to protect senior members of the family. Sometimes contract killers and bounty hunters will also be employed.

Spirit, possession, or witchcraft

This is when parents or families believe that an evil force has entered a child and is controlling them. They believe the child is able to use evil to harm others. This evil is known as black magic, kind oki or ndoki, the evil eye, djinns, voodoo, obeah. Children are often referred to as witches or sorcerers. Parent can be initiated into believing that their child is possessed by an evil spirit. This would be by privately contacted spiritualist, indigenous healer or by a local community faith leader. The task of exorcism or deliverance is often undertaken by a faith healer, parents, or other faith healer. (SET procedures 2019)

The child will subject to significant harm which can include physical abuse (beating, burning, cutting, stabbing, semi strangulation, tying up the child, rubbing chilli peppers or other substances on the child's genitals or eyes). Emotional abuse includes isolation, threatening to abandon them, persuasion of the child that they are possessed. Neglect includes failure to ensure appropriate medical care, supervision, school attendance, good hygiene, nourishment, clothing, and warmth. Sexual abuse occurs within the family or community. This may lead to sexual exploitation.

Factors that put a child at risk include:

Belief in evil spirits

Belief that the child will infect others with evil.

Scapegoating because of a difference, it may be that the child is being looked after by people who are not the parents.

Rationalising misfortune by attributing it to spiritual forces. For example, if a child is over independent, bet wetting, rebellious, disobedient, have an illness or disability.

Signs to look for:

- Bruising, burns, cutting, physical abuse
- Child becomes noticeably confused, isolated, withdrawn and disorientated
- Loss of weight
- Being hungry
- Turing up with no food or money for food
- Unkept/no clothes/dirty clothes
- Faeces smeared all over them
- No parental concerns or bonds between them and the children
- Irregular attendance or missing from education

Forced Marriage

A forced marriage is a marriage that is performed under duress and without the full and informed consent or free will of both parties.

Victims of forced marriage may be the subject of physical violence, rape, abduction, false imprisonment, enslavement, emotional abuse, and murder.

It is important not to confuse 'forced' marriage with 'arranged' marriage. In the instance of an 'arranged' marriage both parties freely consent.

Child Sexual Exploitation (CSE)

CSE is where an individual or a group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants or for financial advantage or increased status (Dfe 2017). Sexual exploitation of children and young people involves situations and relationships where they, or a third person or persons, receive something which could be food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money, as a result of them performing sexual activities and/or others performing sexual activities on them. Children are often groomed for future sexual exploitation.

Children and young people can be trafficked for sexual exploitation. Unaccompanied minors, disabled children, looked after children and those involved in gangs, or on the fringes of gangs, are at increased risk of sexual exploitation. Child sexual exploitation can occur through the use of technology without the child's immediate recognition. For example, being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common. Involvement in exploitative relationships are mainly characterised by the child or young person's limited availability of choice resulting from their social /economic and/or emotional vulnerability.

Safeguarding Children with Special Needs and Disabilities

Our Nursery understands that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges (NSPCC). Barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration.
- That they may be more prone to peer group isolation than others.
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs.
- Communication difficulties in overcoming these barriers and do not understand that abuse is taking place.
- Children may not be able to develop care skills and may be dependent on adults around them.

Missing Children (SET procedures 2022)

It is the nursery's responsibility to report any concerns that they may have. Child sexual exploitation often leads to missing children and can lead to child trafficking all of which are on the increase in England.

Child trafficking/modern slavery (Modern Slavery Act 2015) is the recruitment, transportation, transfer, harbouring or receipt of children for the purpose of exploitation. It is a violation of their rights, their well-being and denies them the opportunity to reach their full potential. Exploitation is a form of abuse and is characterised by power, exchange and the restriction or absent of consent (SET procedures 2022).

Young people (often connected) are passed through networks, possibly over geographical distances, between towns and cities where they may be forced/coerced into sexual activity with multiple men.

Often this occurs at 'sex parties', and young people who are involved may be used as agents to recruit others into the network. Some of this activity is described as serious organised crime and can involve the organised 'buying and selling' of young people by perpetrators.

County lines

County lines is a term used to describe gangs and organised crime networks, involved in exploiting drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other forms of deal lines. Criminals are deliberately targeting vulnerable children – those who are homeless, experiencing learning difficulties, going through family breakdowns, struggling at school, living in care homes or trapped in poverty.

These criminals groom children into trafficking their drugs for them with promises of money, friendship, and status. Once they've been drawn in, these children are controlled using threats, violence, and sexual abuse, leaving them traumatised and living in fear. **(Home Office 2018)** However, they become trapped in criminal exploitation, the young people involved feel as if they have no choice but to continue doing what the criminals want.

What are the signs of criminal exploitation, county lines and cuckooing?

- Returning home late, staying out all night or going missing
- Being found in areas away from home
- Increasing drug use, or being found to have large amounts of drugs on them
- Being secretive about who they are talking to and where they are going
- Unexplained absences from school, college, training, or work
- Unexplained money, phone(s), clothes, or jewellery
- Increasingly disruptive or aggressive behaviour

- Using sexual, drug-related, or violent language you wouldn't expect them to know
- Coming home with injuries or looking particularly dishevelled
- Having hotel cards or keys to unknown places.
- Neighbours seeing unfamiliar people repeatedly in the same premises
- Person becomes fearful and guarded

Cuckooing

This is a term used by gangs who travel from mainly London, Birmingham, Manchester and Liverpool to generally rural areas, although to some smaller cities too. They then take over someone's house/flat (called 'cuckooing'), normally vulnerable people, and use it as a base to sell drugs. The resident drug dealers in these areas normally don't put up a fight that these larger gangs are muscling in on their patch.

Operation Trespass – 0345 603 7627 (ECSB)

In any case of evidence of county lines or cuckooing, the designated safeguarding office will contact the Children and Families hub for advice or will contact the police.

Scallywags nursery has an unauthorised absence policy, if your child doesn't attend nursery for 1 session without prior notice, Scallywags will try to contact parents/carers to check that everything is ok and if they can help in anyway and complete an unauthorised absence form.

Once the child returns to the setting then the parents/carers will be asked to add to the unauthorised absence form with the reason why they did not attend the setting.

If a child does not return to the setting and there has been no formal contact between the family and the setting, Scallywags will inform the local safeguarding partners raising their concerns.

Breast ironing/ Breast Flattening

Breast ironing is referred to as the practice of using heated stones, straps, hot pestles, or other instruments on girls normally between the ages of 8-15 years to stop their breasts from developing. The aim of Breast ironing is to make girls less attractive and to keep them childlike

The act normally last between 20-25 minutes each time and is carried out over a number of months.

The act of breast ironing is common in African communities and is a widespread practice in Cameroon.

Breast ironing is an abusive act, often carried out by the girls own mother or grandmother and is normally kept as a secret.

Breast ironing/flattening can have many effects on a young girl both physically and mentally.

Breast ironing is physical and child abuse and is condemned by the United Nations, it is also recognised as Gender and Honor Based violence.

Breast ironing is illegal in the UK and is classed as a form of physical abuse (SET procedures 2019).

It is the nursery's responsibility to report any concerns that they may have. Child abuse and physical abuse to the settings Designated safeguarding officer who will then refer to the appropriate services.

Please remember it is every one's responsibility to help stop the brutal act

Unexplained injuries and Bruises

Any bruise/mark on a child should be considered in light of the history provided; location of the bruise/mark; and the age and developmental stage of the child/infant. If the child is under 6 months of age; not independently mobile; or under 18 years of age and there is suspicion of non-accidental injury; the practitioner must refer the child/family to the DSL or into Children's Social Care, following SET Procedures in line with the SET bruising protocols

Non-accidental injuries are injuries that are suspected or proven to have been inflicted upon a child by someone else, or in the care of someone else. Any bruising, fractures, bleeding, and any other injuries (such as burns) should be treated as a matter for enquiry and potential abuse considered, unless otherwise evidenced. An injury should never be interpreted in isolation and must always be assessed in the context of the child's medical and social history, developmental stage and the explanation given. Bruising is the most common presenting feature of physical abuse in children; however, it may also be as the result of the child experiencing other forms of abuse such as neglect or sexual abuse.

If you think a child/carer is at risk from any type of abuse inform your DSL. If the risk is immediate, the DSL will make a referral to The Family Operations Hub on 0345 603 7627 or Essex LADO on 0333 013 9797

Safeguarding / Child Protection Procedures:

- We ensure all staff and parents are aware of the child protection policies and procedures
- All staff complete a child protection children training
- Staff complete child protection induction training and receive policies and procedures
- child protection procedures are displayed in office and staff room
- We work towards offering equal opportunities by using non-discriminatory procedures for staff and children.
- We have 4 DSL's Kerry Lowe, Emma Reynolds, Nicola McPherson-Mason, Abbie Swann
- All staff hold current DBS checks and cannot be left alone with children without this.
- Volunteers do not work unsupervised.
- Observations are recorded for all incidents with the use of body maps, existing injury forms, incident forms.
- We have procedures for recording the details of visitors to the setting. Visitors will not be left unaccompanied, where applicable they will be asked for their ID badge and will be required to complete our signing in form and wear a visitors' sticker. Scallywags has the right to refuse entry if; they do not have a valid reason to visit, cannot be identified or do not comply with our policies and procedures.
- We take security steps such as intercom, cctv etc

We introduce key elements of keeping children safe into our curriculum to promote the personal, social, and emotional development of all children, so that they may grow to be strong, resilient and listened to and that they develop an understanding of why and how to keep safe.

We promote the emotional well-being and resilience of the children at Scallywags through mindfulness activities, strong family group relationships providing a safe and secure environment. We promote outstanding parent partnerships. We can refer to the Children and Adolescent Mental Health Services (CAMHS) who can provide advice and support to children and their families.

Mental health difficulties faced by young children may include:

- low mood
- anxiety
- obsessional thoughts
- sleep problems
- body images
- eating difficulties
- behaviour and emotional difficulties
- trauma and loss
- parenting and family difficulties

CAMHS opens Monday to Friday 9am-5pm 0800 953 0222

Email: SET-CAMHS.referrals@nelft.nhs.uk

Urgent help/out of hours: **0800 995 1000, In an emergency call 999**

All practitioners read and have regard of 'What to do if you are worried a child is being abused' 2015 which reinforces what they have learnt through safeguarding qualifications and what their role as a practitioner is in relation to safeguarding the children in our care.

Responding to suspicions of abuse:

- We acknowledge that abuse can take different forms
- When children are suffering from abuse it may be demonstrated through the things they say directly and indirectly or through changes in their behaviour, appearance, or play.
- Children who have special educational needs and/ or disabilities may not be able to communicate verbally but it is important that we act upon any significant changes in their behaviour, play or well-being that impacts upon them and recognise that this may be because of suspicions of abuse and act appropriately to ensure they are safeguarded.
- Concerns will be discussed with parents (depending on severity), discussions will be documented and kept on file.
- When a child makes a disclosure, a written record must be kept with the date and time of the observation of disclosure, the exact words spoken by the child, the name of the person who it was disclosed to, and any other staff present at the time. This will be kept confidential and only shared with professionals who need the information. This be recorded on a disclosure and incident form as soon as possible and discussed and shared with one of the setting's designated safeguarding officers.

- When a child makes a disclosure, the practitioner should reassure the child and listen without interrupting if the child wishes to talk. Do not promise not to tell anyone or that you will keep it a secret
- Body maps are completed if any markings are noticed on a child; this is then approached to the parent as to how the child received the injury
- If a child enters the nursery with an injury / mark the parent will be asked how this occurred and to complete an existing injury form
- All possible signs of abuse must be reported to management / safeguarding officer who will then liaise with other agencies if needed e.g., Children and Family Hub, LADO,
- Management / DSL must report to Children and Family Hub / LADO within 48hrs 0345 603 7627 / Lado 03330139797
- Where a child is at immediate risk of significant harm, call the C&FH on 0345 603 7627 and ask for the 'Priority Line' or call the Police.
- If a referral is to be made to the local authority social care department, we act within the areas Safeguarding Children and child protection guidance in deciding whether we must inform the child's parents at the same time
- All documentation is recorded, signed, and kept in a locked file
- safeguarding referral forms may need completing
- A DSL will contact the Family Hub, Essex LADO and/or the safeguarding partners in the event of any disclosure and seek their professional advice of any actions that need to be taken

Informing parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Family Hub/ LADO or safeguarding partners does not allow this. This will usually be the case where the parent or family member is the likely abuser, or where a child may be endangered by this disclosure. In these cases, the investigating officers will inform parents.

Confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or children) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the designated safeguarding lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated lead (or deputy) with other relevant staff members. This will be on a "need to know" basis only and where it is in the child's best interests to do so.

Records and information sharing

Well-kept records are essential to good child protection practice. Our nursery is clear about the need to record any concerns held about a child or children within the nursery and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the General Data Protection Act 2018 (GDPR) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. (Information Sharing Dfe 2018)

Any member of staff receiving a disclosure of abuse or noticing the signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time, and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding officer (or deputy) who will decide appropriate action and record this accordingly.

Any records related to a child protection case are kept in an individual child protection files for that child (which is separate from the child's file). All child protection files are stored securely and confidentially and will be retained for 25 years from the child's date of birth, or until they transfer to another setting or school, in this case all information regarding the safeguarding concerns will be passed on. (DfES 2020)

Support to families

- The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students, and volunteers within the nursery.
- The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interests of the child.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate in line with guidance of the LSCB with the provision that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

Storage and disposal of safeguarding records

Safeguarding records will be stored in individual folders and stored securely within the office. After the child leaves the nursery the records will be scanned in and stored on a password protected memory stick, stored offsite in a safe. Safeguarding records will be shared with receiving schools or settings.

Once scanned in all original documentation will be shredded with two members of management present during the disposing of the records.

Staff records will be securely stored on a password protected memory stick and will not be removed. Children's records will be stored until they reach their 21st birthday.

Adverse Childhood Experiences

Adverse childhood experiences occur through trauma, this is caused by 1 or more events happening within their lives, these can have a long term, negative impact on a child's health, wellbeing, and functioning.

These can be caused by:

- A parent with mental health
- Parent separation or divorce
- Witnessing violence in community or at home
- Being a victim of violence or any abuse
- Family member in prison
- Death of family member
- Witnessing drug or alcohol problems
- Homelessness or family economic / financial hardship
- Chronic neglect

Responses from the child could be:

- Difficult to calm or settle (clingy)
- Regression
- Lack of patience
- Aggression
- Body pains (headache or stomach pains)
- Bedwetting
- Nervous or on edge

When a child repeats ACE's – this may cause toxic stress. Toxic stress can occur when a child experiences strong, frequent, or prolonged adversity. This prolonged activation of the stress response systems can disrupt the development of the brain, circulatory system, immune system, and increase the risk for stress related diseases and cognitive impairments, well into the adult years.

What can be the long-term effects of ACE's?

- Violence
- Health issues – teenage pregnancy, STD's
- Sex trafficking
- Unable to manage emotions – mental health issues
- Poor academic achievement throughout life
- Medical issues – heart disease, diabetes
- Prison sentences

Positive strategies to prevent ACE's:

- Encouraging awareness and understanding of ACE's
- Financial support
- Support for families - Essex directory of services
- Early Help Strategy
- Family Hub and Family wellbeing service
- Social services
- Promoting life skills
- Developing and promoting positive relationships
- Links with health – health visitors, family support workers
- Providing routines for children through key person approach
- Ensuring the setting has a positive, calm, and supportive atmosphere.

OPERATION ENCOMPASS

Operation Encompass is a national operation that directly connects the Police with schools and early years settings to secure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse.

Provision of support within the school/early years environment means children are better safeguarded against the short-, medium- and long-term effects of domestic abuse. Operation Encompass was initially set up as a charitable organisation in 2011. Since inception it has facilitated effective interventions to many thousands of children who've experienced domestic abuse.

Operation Encompass is a police and education early information sharing partnership enabling schools and early years settings to offer immediate support to children and young people experiencing domestic abuse. Information is shared by the police with the school/setting's trained Designated Safeguarding Lead (DSL) via email or phone call on the morning of the next day after officers have attended a domestic abuse incident.

This enables the immediate and discrete recognition of the child's situation by the DSL, ensuring the provision of a secure, supportive and emotionally connected environment by the school/setting so that the wider effects of abuse are ameliorated. The only exception would be when police deem the incident to be a child protection matter that requires further investigation. Information would then be shared with the school/ Early years setting as part of the county's child protection checks and investigation, which is current practice and will not be changed by Operation Encompass.

Operation Encompass helps minimise the long-term effects and promotes positive outcomes for the child, the wider family and the community at large. Operation Encompass provides a proven and easily understood framework in which these incidents can be consistently and appropriately addressed and recorded.

Sallywags Nursery will work in partnership with Operation Encompass alongside Essex Police to support any children's and families' who are experiencing domestic abuse. This will be in accordance with our safeguarding policy.

TOXIC TRIO

Toxic Trio is a term used to define key indicators or risk factors that co-exist together within a family unit. These are parental domestic abuse, parental substance misuse and parental mental ill health. Some children may experience living in a household with one of the risk factors within their life, but they may also experience two or all three. When a child's parents or carers are experiencing one or more of the toxic trio there is an increased risk of harm to the children and other adults within the family unit.

The risk factors of the toxic trio have been reviewed within many safeguarding reports. During analysis of 139 serious case reviews, it was found that two thirds of the cases were as a result of domestic violence and mental ill health and children in one quarter of these families experienced all three risk factors.

It is imperative that we understand the signs and symptoms of the risk factors, we know how to support our families and children and how to engage our safeguarding partners to minimise any risk or potential harm.

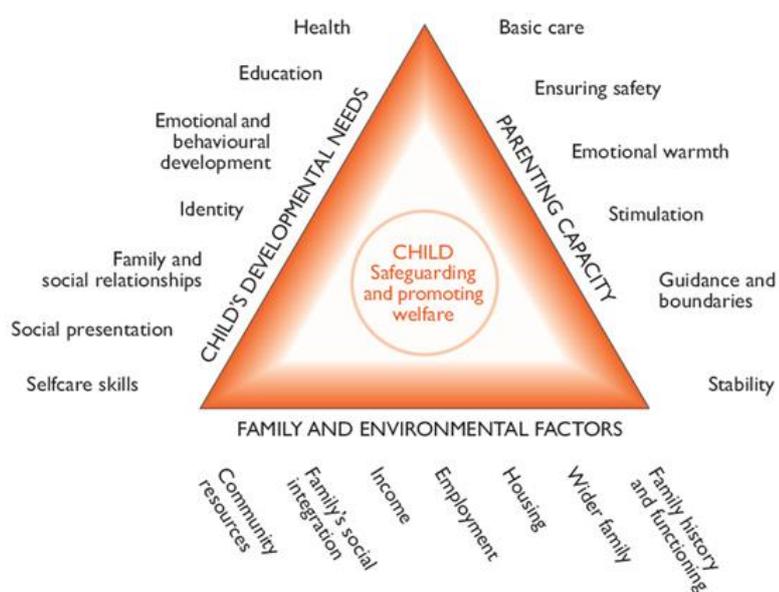
Signs and symptoms may include

- Change in a child's behaviour, they may become aggressive or remove themselves from interactions with peers and adults
- Children acting out different scenarios in their play that are not age appropriate
- Changes to a child's usual demeanour without explanation for these changes
- Disclosure from a child or parent/carer
- Children scared to go to adults or not wanting to go home
- Not seeing a parent/carer for a period of time especially if this is the usual parent/carer who would drop off and collect
- Parent struggling with aspects of daily life and being withdrawn
- Parents/carers not engaging with nursery when they have previously done so before especially if the discussions are highlighting concerns in behaviour or development
- Parent/carer coming to collect under the influence of a substance

In the event of a disclosure being made by a child, parent/carer or staff member the DSL will contact our safeguarding partners to seek advice through a consultation and will action the advice given by them. In the event that a child is at risk of significant harm a referral for immediate support will be made to our safeguarding partners.

Policy reviewed and updated September 2023

Assessment Framework



We use the assessment framework to assess whether a child is in need and the nature of these needs requires a systematic approach. It requires a thorough understanding of:

- The developmental needs of children.
- The capacities of parents or caregivers to respond appropriately to those needs.
- The impact of wider family and environmental factors on parenting capacity and children.

Childcare Disqualification & Disqualification by Association

These checks arise from the Childcare (Disqualification) Regulations 2009, which in turn arose out of the Education Act 2006.

The Regulations prohibit anyone who is disqualified themselves under the Regulations, or who lives in the same household as a disqualified person, from working in a relevant setting, including in schools and nurseries.

The Regulations refer to employing a person “in connection with” these provisions and we therefore conclude that:

In Scallywags - All staff will be monitored through safeguarding meetings during supervisions

Who is disqualified?

A person is disqualified if any of the following apply:

- they have been cautioned for, or convicted of certain violent or sexual criminal offences against adults and any offences against children
- they are the subject of an Order, direction or similar in respect of childcare, including orders made in respect of their own children
- that have had registration refused or cancelled in relation to childcare of children's homes or have been disqualified from private fostering

Anyone who is disqualified will need to be immediately removed from the relevant setting (Probably through suspension in the case of employees) and OFSTED must be notified within 14 days.

All short-listed candidates in relevant settings, must be required to complete the application form informing of any reasons of disqualification or suitability to work with children and DBS must be completed before start date and registered to the update service within 21 days of the certificate being generated.

Scallywags will ensure that any external agency providing relevant staff in relevant settings carry out these checks prior to placing them in the nursery.

Disqualified Workers

A disqualified person can apply to OFSTED for a waiver.

<http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcareproviders>

OFSTED may grant a full or partial waiver, including a waiver that would allow an individual to work in a relevant school setting. Whilst a waiver application is under consideration the individual must not continue to work in these settings.

Where a waiver is not granted, the employee will need to be dismissed.

- All staff to complete 'Staff Disqualification and Disqualification by Association' form.
- Scallywags will also refer any allegations made against a member of staff to LADO this may result in information being passed to the DBS for a decision on the suitability of the named person working with children

Policy reviewed and updated September 2023

Physical intervention policy

Aims

- To inform staff, parents, careers, and outside agencies about the rationale and use of physical intervention in managing challenging behaviours.
- To establish consistent procedures for the safe restraint of children in the setting.

Legal position

- Practitioners at the setting are required to maintain good order among the children and to safeguard their health and safety, and the safety of other children in the settings care.

When Physical intervention may be appropriate:

Physical intervention is rarely used in the setting; most incidents of behaviour that is challenging can be managed by talking to the children, calming them down, distraction and diffusing the situation. However, on exceptional occasions it may be necessary for a practitioner to intervene for the following reasons:

- When there is immediate danger of personal injury to the child.
- When there is immediate danger of injury to another child
- To avoid damage to property
- When a child is behaving in a way to cause serious disruption to other children.

What do we mean by physical intervention?

- Physically interposing oneself between children.
- Blocking a child's path
- Leading a child by the hand
- Holding a child in a hug
- Carrying a child away from a situation
- Removing shoes if the child is kicking or has kicked.
- Placing a child in a cooling down situation or another restricted space with full adult supervision.

Actions taken after the incident:

- The practitioner will gradually release the child as they regain control of their emotions and actions while being reassured by the practitioner.
- Checks will be made for any injuries and appropriate medical aid provided if necessary.
- Management to be informed as soon as possible
- Member of staff involved in the restraint will be given time to recover, supported by another member of staff.
- Recording process initiated.
- Senior member of staff will talk through with the child what has happened

How will this be recorded?

- All incidents where physical intervention has taken place will be recorded on the Physical intervention report form.
- The report form must be filled in immediately once the child has calmed down. Parents and carers will be informed of the incident, and they will have the opportunity to talk to their child's family group and sign the intervention form.
- All staff will be trained by Kerry Lowe and Emma Reynolds via outside agencies.
- Records are kept in confidence and stored in the manager's office.
- A debriefing session will be held as soon as possible including members of staff involved, any witnesses.

Parents will be made aware of the intention to use Physical intervention as the child will be introduced to a serious behaviour plan.

Policy reviewed and updated September 2023

Safer Recruitment Policy

At Scallywags we are committed to ensuring the highest standard of safety and welfare for our children, team, and families. It is of the up most importance that all safeguarding policies and procedures are adhered to, and everybody is kept safe.

We believe that all of our children, families and team deserve a safe, happy, and healthy environment and we expect all employees and volunteers to share this commitment.

This safeguarding policy outlines the importance of safeguarding when recruiting new team and volunteers. It is designed to deter unsuitable candidates from applying for roles with vulnerable groups and help to eliminate or identify people who could pose a threat to safeguarding and welfare.

Our policy sets out that we will:

- Post all job adverts in safe and relevant places to encourage suitable candidates.
- The advert will contain the companies safeguarding statement to promote its commitment to safeguarding.
- All applicants will be required to complete the company's application form for the relevant role.
- All shortlisted candidates will receive an application pack, including job description and personal specification, the safer recruitment policy statement and self-disclosure form.
- 2 written references will be required from the candidates previous employers, these must be in writing on the companies reference proforma. Where possible references will be taken before interviews commence. A character reference may also be sought to support the application.
- During interview applicants will be asked to prove their identity, qualifications and right to work by providing originals of passports, driving licence, birth certificate and all relevant qualification certificates.
- Candidates will be asked for their DBS update number, and this will be checked online through the DBS website.
- The successful candidate will be informed that their job offer is conditional, dependant on the return of 2 satisfactory written references.
- All new team members will undergo an induction process to ensure they have robust knowledge of all policies and procedures for the setting.
- Mandatory relevant training will be provided where required for first aid, food hygiene, safeguarding and manual handling.
- New employees will be assigned a mentor to introduce them to the way the nursery operates and to support where needed. Their work ethic and performance will be monitored with regular one to ones and supervisions.
- All staff will be required to update a suitability document yearly and are responsible for notifying the manager of any changes or incidents that could affect their suitability to work with children.

Policy reviewed and updated September 2023

The Prevent Duty Policy

Prevent definition: Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist activity. Extremism is vocal or active opposition to fundamental British Values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for death of members of the armed services. (HM Government Prevent Strategy 2023). It is important for all our staff to be able to identify children who may be vulnerable to radicalisation a

nd what to do when they are identified.

Protecting children from the risk of radicalisation is a part of our safeguarding duties.

We aim to build the children's resilience to radicalisation by promoting fundamental British values and enable them to challenge extremist's views. (See *British Values policy*)

We need to be able to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. We need to be able to demonstrate both a general understanding of the risks affecting children and identify individual children who may be at risk of radicalisation and what to do to support them and to respond in an appropriate and proportionate way.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately and seek advice or share concerns with the settings safeguarding designated officers.

The Prevent duty does not staff to carry out unnecessary intrusion into family life but as with any other safeguarding risk; staff must take action when they observe behaviour of concern.

Channel Panel is a key element of the Prevent strategy. It is a multi-agency approach to protect those at risk from radicalisation. Collaboration between strategy partners is used to:

- identify individuals at risk of being drawn into terrorism
- access the nature and extent of the risk
- develop the most appropriate support plan for the individuals concerns

Prevent helpline: 0207 340 7264 or call 101 in emergency

Essex county council Chanel Panel Chair: Seema Moules seema.moules@essex.gov.uk

Prevent coordinator: prevent@essex.gov.uk

Essex safeguarding educational lead: Jo Barclay Jo.barclay@essex.gov.uk

Online training http://course.ncalt.com/Channel_General_Awareness/01/index.html

Policy reviewed and updated January 2024

Promoting British Values policy

What are British Values?

In the Early Education and childcare: Statutory guidance for local authorities document by the DfE British values are described as:

“Fundamental British values, first set out in the Government’s Prevent Strategy 2023, are democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The promotion of fundamental British values will be reflected in the Early Years Foundation Stage (EYFS) and exemplified in an age-appropriate way through practice guidance”

How we promote British Values:

- Celebrate all British occasions and festivals
- Teaching children to listen to each other and wait before speaking, how to have a conversation
- Kindness, helpful, respectful of others
- Table manners
- Meal thankfulness
- Accepting everyone is different
- Talk about our feelings
- Helping children to develop a positive sense of self
- Helping children to distinguish between right and wrong
- Learning about our heritage and history
- Being polite, saying please and thank you
- Listening during story and song time
- Teaching empathy and understanding
- Taking turns and sharing
- Learning British weather and seasons
- Being part of local community through outings and partnerships with local schools, nurseries etc
- Making friends and friendship
- Tolerating others and mutual respect
- Cooking, eating, and learning about traditional British food
- Giving and allowing our children and parents to have a voice and a right to be listened to.
- Children encouraged to make own choices in a safe and supportive environment.
- Provide activities to promote self-knowledge and self esteem

Different Faiths and Beliefs:

We aim to enhance children’s understanding of different faiths and beliefs by celebrating all the different festivals throughout the year. Children have the opportunity to create traditional costumes through open ended resources, try different foods from other cultures and listen to cultural stories/songs. We encourage parents/carers to participate and support our multi-cultural events.

Policy reviewed and updated January 2024

Anti-Bullying Policy for children

Sallywags Nursery responds to the issue of bullying very seriously whether amongst children or adults. We have strict procedures that are followed should there be any evidence within the nursery of bullying. Bullying is a pre-mediated act, which relies on a stage of cognitive development in order to think the process through. Bullying generally occurs in children aged 5 years and over.

What is bullying?

Bullying is not easy to define, but according to Dan Olweus (1995) the definition includes 3 important components, these are:

- Bullying is aggressive behaviour that involves unwanted/negative actions
- Bullying involves a pattern of behaviour that is repeated over time
- Bullying involves an imbalance of power or strength

Dan Olweus, who is an expert in the field of prevention of bullying, states that bullying can take on many forms, these include: -

- Physical (*Pushing, kicking, pinching and any other forms of violence*)
- Verbal (*Name calling, spreading rumours, teasing*)
- Emotional (*Excluding, tormenting, humiliating*)
- Racist
- Social (*Unwanted physical contact or abusive comments*)
- Homophobic

Our aims and objectives?

Sallywags Nursery aims to create a happy and positive environment. We feel that children achieve best when they:

- Feel safe
- Feel secure
- Understand what behaviour is expected from them
- Feel respected and valued for their individual personalities.

Bullying is wrong and can be damaging to an individual person/child. Sallywags Nursery has policy and procedures in place to ensure that every child and adult is treated equally and fairly.

We aim to ensure that all staff are aware of bullying and preventative measures, with the understanding that they as staff members have a responsibility to eradicate bullying within the nursery. This is the same for both the children and adults within the nursery.

Anti-Bullying procedures

Role of the Management

- It is the responsibility of the management team to implement an anti-bullying strategy and to ensure that all staff are aware of the policy and have good understanding of how to deal with any cases of bullying within the nursery.
- The management team ensure that children are learning that bullying and unkind behaviour is wrong. This can be done through ensuring that our nursery rules are explained to the children on a daily basis.

- Managers ensure that all staff have relevant training to be equipped to deal with any incidents of bullying and help staff monitor behaviour for both children and adults.
- To ensure that the nursery provides support to all parents, making sure the nursery is welcoming and friendly.

Role of the staff

- Staff must take all allegations of bullying seriously and have good understanding of when to intervene.
- If staff witnesses an act of bullying, they do all they can to support the child or adult who is being bullied, they inform management team who together will discuss next step options.
- For any incidents of bullying a 'Behaviour Management Form' should be completed. This helps to record and monitor behaviour and gives recommendation to help improve the situation and behaviour of the child.
- All situations of bullying must be dealt with in a professional manor, with the strictest of confidence.

Role of the parents

- Parents who are concerned that their child is being bullied should report this top a member of senior staff or management immediately.
- Parents have a responsibility to read and support our anti-bullying policy and actively encourage their child to be a positive member of Scallywags
- Parents are expected to help develop all the needs of their child's social skills, working alongside the nursery

Monitoring and reviewing

- This policy is monitored and review by the manager on a regular basis.
- If any changes are made, then staff and parents will be informed and given a copy to read through.

Peer on Peer bullying

We recognise that children and young people are capable of abusing their peers. Peer on peer abuse relates to situations such as sexual exploitation, gang violence, financial abuse, coercive control, and exploitative relationships. We want all children to feel safe and as part of our commitment to keep them safe, we regular observe children interactions, and aim to be approachable so they will speak to us if they are concerned about any aspect of their relationships with others. Parents know they can contact us, and we have open door policy to discuss concerns regarding their child.

Violence Policy

Violence will not be tolerated within Scallywags. Any adult found to be violent towards another member of staff will result in instant dismissal. Any parent who is violent towards a member of staff will be escorted off the premises, with this behaviour not being acceptable. Practitioners are to be safe and secure within the setting and their working environment will be protected.

If an act of violence were to occur the victim has the right to contact the police and press charges against the perpetrator.

Policy reviewed and updated September 2023

CO-REGULATION AND SUPPORTING BIG FEELINGS POLICY

At Scallywags, our aims are that every member of the nursery feels valued and respected and that everyone within the setting is treated fairly. We believe the settings aims, promote respect for all its members, this includes children, parents, and staff.

All our practitioners recognise the importance of positive approaches to support our children, which will in turn promote good self-esteem, self-confidence and respect for themselves and others.

Nicola McPherson-Mason is the setting behaviour officer and work closely with the team to discuss strategies and methods promote positive behaviour for all our children. All practitioners are able to work closely with the settings SENCo (special educational needs officer) this is also Nicola who has received outside accredited training from Chelmsford Early Years and the Inclusion Partners on behaviour.

The setting works closely with outside agencies such as health visitors, child psychologists and play therapists to support both the child and their families. We understand that a child's own anxiety may impact on their attachments and how this can develop into dysregulation, and it is important that we are working in partnership with our children and families to promote their emotional security and development.

Through our secure and trusted relationships, we support our children in being able to recognise their big feelings and be educators in their learning of how to deal with the feelings they are experiencing. In order to fully support our children, we need to look deeper into what is causing their big feelings in that moment, if we only focus on what is happening on the outside and through the child's actions, we will never be able to understand what is happening on the inside. It is important that we are aware of triggers. It may at times be difficult to determine what has caused the behaviour, by recording these big feelings to look for any potential triggers we may notice a pattern in the events leading up to the feelings.

At Scallywags we pride ourselves on creating meaningful trusting relationships in which we can be emotionally available to co-regulate with our children. We will support co-regulation through breathing techniques, a warm calming presence, cuddles, verbal acknowledgement of distress with understanding and be positive role models to promote emotional and physical safety.

We feel that by having a full understanding of our children's indicators we can then over time support our children in learning strategies to develop their own regulation techniques and self-control. Some of methods include talking and discussing the feelings and why they may feel that way, using positive affirmations, distraction, praise, visual rewards, and nursery to home links. Children are given opportunities to develop positive behaviour in times when they are experiencing big feelings. We recognise that we need to respond to our children's individual needs and give them time to process the feelings they are experiencing.

In the unlikely situation of the challenging behaviour continuing, children are given appropriate time with a familiar practitioner from their family group to support them to regulate and try to make sense of what has happened. In the case of all behaviour, it will be made clear to the child and the parents/ carers that it is the behaviour which is challenging and not the child.

If the challenging behaviour continues this will be monitored and recorded in an individual book to try to establish a cause or link and staff will work with their findings. This may include 1:1 time, sharing or turn taking games and working closely with parents/carers. All children are spoken to by the practitioner and the incident is explained i.e., “remember teeth are for talking and eating, not for biting”. Children are encouraged to understand how the other child or adult may feel such as “That could have hurt your friend, maybe we should check if they are ok”. We use books to promote positive interactions such as ‘Our teeth are not for biting’ and ‘Our hands are not for hitting’, and personal social stories.

All practitioners will praise and promote children’s achievements. The children have helped to make their own books, which shows pictures of what they believe are their promises and use affirmations, these include “I am kind, I learn from my challenges, I help my friends”.

Within the playrooms, we support children’s emotions every day to ensure they feel safe and supported. This is through story time, emotion resources such as ‘buddies’ and mirrors in the room to reflect on the emotions that they are displaying.

The setting has an open-door policy if you would like any advice or have any concerns.

Behaviour Procedures

We believe that children flourish best when their personal, social, and emotional needs are met and where there are clear and developmentally appropriate expectations for boundaries within their environment.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their actions have on people. This is a developmental task that requires support, encouragement, teaching and setting the correct example through positive role models.

- All members of staff will provide a positive role model towards the children with regards to care
- We respect different cultures and are aware of differentiating boundaries
- We do not endorse smacking, shaking, shouting or humiliation in our nursery
- We support every child in developing a sense of belonging in our nursery, so they feel valued, welcome, and secure
- We support each child in developing self-esteem and confidence
- When children are experiencing big feelings that indicate they are unable to regulate their emotions, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately
- We only use physical restraint such as holding to prevent physical injury to children or adults. Staff will not restrain a child unless the child has physically endangered themselves or others or may do so. In this case parents will be informed of the staff’s actions and the reasons at the end of the day with a physical intervention form completed and shared with parents.
- In cases of continual serious misbehaviour, we would work with the parent and if necessary, outside agencies

- The setting does not believe in physical punishment, such as smacking or shaking, and this will NEVER be used or threatened.
- Adults should not shout or raise their voice to a child.
- Staff will not label children as “naughty or good” as labels can have undesirable long-term effects.

It is vital for parents to work in partnership with the nursery in supporting their child in managing their big feelings and making sense of these feelings within the moment.

Dealing with Tantrums

- Tantrums tend to happen when a child is tired, hungry or frustrated. Try to find out what is causing the tantrum. The child may need food or rest or just a bit of attention. Sometimes a child is a bit unsettled, and the behaviour may be the result of ‘separation anxiety’.
- We recognise that babies and incredibly young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them do this
- When a tantrum is starting try to find a distraction e.g., something to look at, favourite toy, looking out of the window etc
- If a child has a tantrum because they have been told not to do something, as long as the child is free from harm and cannot harm others try to support them through mindfulness and stay calm.
- Restrain gently if necessary if child is at harm or could harm others. Or move the child away from others to a safe place where there is space around them. Complete a physical intervention form if required.

Biting

- Babies bite as part of learning and exploring. They can also learn that by biting, they get a reaction.
- Biting usually occurs between the ages of 1 -3 and is often short term, however it can continue throughout the early years stage and beyond.
- Biting is often a stage of development in early years
- **There may be the following reasons for biting:**
- Hunger and tiredness
- Frustration
- Anxiety
- Teething
- Excitement or boredom

- Independence, curiosity, lack of self-regulation or oral experimentation.
- Attention seeking from an adult
- Competition and jealousy
- We try to help our children learn that biting is not acceptable, and biting tends to stop, as they learn to communicate and express themselves effectively and in different ways.
- Biting is a way of communicating; a child can also use biting if they are frustrated for some reason. Communication difficulties can often result in biting. As part of our practice, we would identify a frustrated child and help them by encouraging verbalisation with or for them.
- It is important that our staff do not make parents feel like they are to blame, we ensure that any information regarding the children involved is dealt with confidentially and strategies are discussed with parents and carers
- Our practitioners will approach the situation in a calm and caring manner, explaining to the child what has happened and how the other child may feel, these responses, encourage the child to think and reflect on their own behaviour.
- As a setting we would never:
 - Bite a child back
 - Ignore the child and their actions
 - Exclude the child
- Practitioners are encouraged to approach the situation in a calm and caring manner, show patience, skill and understanding and introduce verbal intelligence, talking to the child, offering guidance and support. Practitioners encourage the child to understand how the other child may feel, encouraging them to think and reflect on their own actions.
- All incidents will be assessed by recording the injury, including who, where, when and what and the injury.
- Parents to sign if they have been spoken to
- Practitioners to identify the cause of the biting if there was a trigger
- Practitioners will not focus on negative behaviour but reinforce positive behaviour.

Rough and Tumble play!

We as a nursery acknowledge children desire and need for rough and tumble play. However, it is important that we are aware and are able to guide families in separating rough and tumble play with inappropriate or aggressive behaviour.

Television or films, which include superheroes, often influence young children to mimic the behaviour seen through their play. This may include fighting and using weapons. Although children do not intentionally wish to cause hurt, this kind of play can frequently lead to concerns.

As a nursery we have devised the following strategies to manage this kind of play:

- Recognise that this is a social play rather than aggressive
- Set boundaries
- Use circle time to discuss with the children classroom rules

- Support and extend the children's play

Acceptable Mealtime Behaviour

- Children will be encouraged to sit properly at the table
- Children should be encouraged to use their own cutlery that's given for their meal
- Children should be encouraged to try all meals, but will not be forced to eat
- Staff must be at hand to help children with cutting up of their food and feeding if necessary.
- Children should not be rushed whilst eating and given enough time to finish their meal.
- If a child has an allergy to a certain food, they will be given an alternative
- If a child has a dislike to a particular food, they will be given an alternative, however we will get them to try the food from time to time as children's tastes change.
- Eating plans can be discussed with parents if there is concern over the child's diet. However, it is important to remember the parent's wishes are to be abided (unless this is a child protection issue)
- If a child refuses his dinner after encouragement more than twice the meal will be taken away and an alternative will be offered
- Children will be encouraged to self-serve their meals
- All nappies and toilet breaks are to be done before mealtimes; toilet breaks offered after meals prior to children going to sleep.
- Allergy place mats are allocated as a visual prompt of children's needs
- Allergy lists are on display in kitchen and rooms where meals are served
- Protective clothing is worn when serving meals, all practitioners must wash their hands and tie hair back before mealtimes.
- Allergies and intolerances should be confirmed by a professional, doctor or dietitian, who can advise on the best treatment to avoid symptoms.

Policy reviewed and updated May 2023

CONFIDENTIALITY POLICY

Our work with children and families sometimes brings us into contact with confidential information. It is intention to respect the privacy of children and their parents and carers. We aim to ensure that all parents and carers can share their information in confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements including the General Data Protection Act 2018 and the Human Rights Act 1998.

- Parents only have access to their own child's records
- Staff will not discuss individual children, other than for curriculum planning, other than with parents / carers.
- Information given by parents / carers will not be passed on to other adults without permission.
- Anxieties / evidence relating to a child's personal safety be kept in a confidential file and will only be accessed by management or relevant family group working with the child.
- All children, parents and staff have the right to respect, confidentiality, equal opportunities, and dignity. This must be maintained at all times.
- We inform parents when we need to record confidential information beyond the general personal information we keep – for example, any injury concerns or changes to child's home life circumstances, any discussions with the parent on a sensitive manner, any records we are obliged to keep for child protection and any contact with external agencies. All records are kept in the secure filing cabinet in the office. Management only have access to these records.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another agency.

Policy reviewed and updated September 2023

INFORMATION SHARING

We recognise that parents have a right to know what information they share will be regarded as confidential as well as being informed about the circumstances, and reasons, when we are obliged to share information.

- We are obliged to share confidential information without authorisation when it is to prevent a crime from being committed or intervene where one been or to prevent harm to a child or adult or if not sharing it could be worse than the outcome of having shared it.
- The decision is never made as an individual, but with the back-up of management
- Our Child Protection and record keeping procedures set out how and where information should be recorded and what information should be shared with another agency when making a referral.
- In cases of child protection any information gathered will be shared with the child's next school or nursery.

Policy reviewed and updated September 2023

UNCOLLECTED CHILD / LATE COLLECTION

In the event that a child is not collected by an authorised adult at the end of the day, Scallywags puts into practice the following procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who knows the child

- Parents of children starting the setting are asked to complete a registration form including their contact details and an additional two emergency contact details
- On occasions where parents are not at their home or work contact, we ask them to inform us
- Parents are asked to inform us if someone else we be collecting their child; they will then be given a password to pass on to the person collecting.
- If a child is not collected at the end of the day. The child's parents and then emergency contact details are tried. All reasonable attempts are made to contact parents / carers
- If no-one collects the child, the child will remain on the setting with two qualified members of staff until the child is collected by the parents or the local authority
- A full written report of the incident is recorded in the child's file
- We are aware that transport can cause delays, however, if this becomes an ongoing problem, we will implement our 'late charge' fee, which is as follows:
£5.00 per 15 minutes after 6:30pm.

General Collection

- Parents are given an induction and explained the different policies and procedures and the security measures which are put in place to ensure a safe collection of their child.
- Photographs are required of any person that may be collecting your child – these are to ensure all staff members recognise parents / carers.
- Parents / carers are to use the doorbells and wait at the garden gate for their child to be brought to them.
- We have CCTV installed within all areas of the nursery to enable staff to visually check and identify people entering. This is an extra security measure and is used in conjunction with the intercom system.
- If a parent is unable to collect their child and have an alternative carer who we have not met, they must telephone us, and we will issue them with a password to pass on to them. We will then hand over your child with this password. If a child is not collected at the end of the session, we will follow the uncollected child procedure.

Policy reviewed and updated September 2023

MISSING CHILD POLICY

Sallywags nursery has an unauthorised absence policy, if your child doesn't attend nursery for 1 session without prior notice, Sallywags will try to contact parents/carers to check that everything is ok and if they can help in anyway and complete an unauthorised absence form.

Once the child returns to the setting then the parents/carers will be asked to add to the unauthorised absence form with the reason why they did not attend the setting.

If a child does not return to the setting and there has been no formal contact between the family and the setting, Sallywags will inform the local safeguarding partners raising their concerns.

LOST CHILD PROCEDURE

Children's safety is maintained as the highest priority at all times both on and off premises. Every attempt is made through carrying out the outings procedure and safety procedure to ensure the security of children is maintained at all times. In the unlikely event of a child going missing the procedure is followed:

- Alert setting manager and all staff that there is a child that cannot be accounted for.
- A search of the premises and surrounding outdoor areas are conducted
- The register is checked to ensure that no other children are missing
- Doors, gates, and windows are checked to see if there has been a breach of security whereby a child could wander out
- If the child is not found, the parent is contacted, and the missing child reported to the police and local authority.
- The setting manager talks to the staff to find out when and where the child was last seen and records this.
- If the incident warrants a police investigation, all staff co-operate fully
- Staff must not discuss any missing child incident with the press without taking advice

Policy reviewed and updated September 2023

MARITAL DISPUTES

In the case of child custody battles or disputes we will need to be provided with legal documentation, such as court orders or injunction papers. Should parents have personal issues within their relationship we respectfully insist that the nursery remains impartial. Shared parenting can work very well when the correct approach is taken – both parents will be entitled to the same information from nursery. The only exception to this is if there are concerns for a child's wellbeing or safety through direct concerns or through exposure to inappropriate or damaging environments (hostility / violence within the home etc) Safeguarding Policy

Policy reviewed and updated September 2023

SUPERVISION OF CHILDREN ON OUTINGS AND VISITS

Children benefit from being taken out of the setting to go on visits or trips within the local community. Staff at Scallywags ensure that there are procedures to keep children safe on outing and follow the procedures below:

- Parents sign a consent form at the time of registration to allow their children to be taken out on general visits where transport is not needed. For pre-arranged outing a letter is written to parents about the trip where consent is asked for.
- A risk assessment is carried out before outings take place and continues during the outing
- Our adult to child ratio is in line the statutory guidance and we use the walk-o-dile and turtle bus to support the outing.
- On larger outings named children are assigned to staff to ensure each child is individually supervised
- Outings are recorded on an outings form with the date, time, staff, children, and time of return. Photos of every child are taken immediately before leaving the setting to ensure we have the most recent image of the child in case of an emergency.
- Staff take a nursery mobile phone (without camera) on outings in case of emergency as well as first aid box, snacks, water, spare clothes, nappies, wipes, and tissues.
- An iPad or sim free nursery iPhone will be taken on outings to capture moments of the experiences to share with our families.
- A member of staff is not permitted to take children out alone. There must always be a minimum of two staff.
- If a child goes missing on an outing the lost child procedure will go into effect with a member of staff searching the vicinity. The setting leader if not on the trip is to be contacted immediately who will contact the parents, police, and local authority
- Children are never changed in the open, toilet facilities are always used. We ask parent carers who accompany us on the trip to also be aware and mindful of children's privacy and safeguarding issues.
- Any medicines, inhalers or creams children are using are taken with the member of staff and are clearly labelled with the child's name and the child's risk assessment form, which details instructions and actions to take if required.
- Parents are asked to put their own car seat in the coach. If the parent is unable to fit the car seat themselves due to other commitments, then they are asked to sign a consent form. This states that a member of the Scallywags team is permitted to do so. However, all responsibility of fitting the car seat correctly still lies with the parent.

Policy reviewed and updated September 2023

SUN SAFETY POLICY

Whilst we recognise that some sun is good for us, over-exposure to Ultraviolet Radiation (UVR) is an important safeguarding issue for pre-school settings.

During the warmer months of the year, children are exposed to UVR from the sun, often when penetration is at its strongest (between 11am and 3pm). Without adequate protection, a child's delicate skin can easily burn, causing cumulative and irreparable damage. This can significantly increase their risk of developing skin cancer in later life. Skin cancer is the most common cancer in the UK with rates of the disease rising faster than any other cancer. 86% of skin cancers are caused by over-exposure to UVR, so it is almost entirely preventable. Sun exposure in the first 15 years of life contributes significantly to a person's lifetime risk of skin cancer, highlighting the importance of Scallywags and parents working together, to increase knowledge and influence behaviours, to ensure children are protected against UVR and learn how to enjoy the sun safely.

This policy outlines our commitment to:

- **PROTECTION:** providing an environment that enables children and staff to stay safe in the sun.
- **EDUCATION:** learning about sun safety to increase knowledge and influence behaviour.
- **COLLABORATION:** working with parents, the management structure, and the wider community to reinforce awareness about sun safety

CLOTHING & SUN HATS

Clothing is one of the most effective barriers between our skin and the sun and should always be considered the first line of defence against UV exposure.

Ideally clothing should cover as much skin as possible. Shoulders should always be covered as they can easily burn. A closer weave fabric will provide better protection and a UPF (ultraviolet protection factor) rated fabric will provide best protection.

Either broad-brimmed, bucket style or legionnaire to adequately shade the face, neck, ears, and cheeks. Baseball caps are not recommended because they do not provide shade to the neck, ears, or cheeks. **Legionnaires sun hats can be purchased from Scallywags.**

- We actively remind parents to ensure they provide an appropriate sun hat for use as required throughout the day
- We make available additional/spare sun hats for all outdoor play / activities, in the event that a parent is unable to provide one
- We ensure children wear their sun hat outdoors when UV levels reach 3 or above
- We use Sun Safe strategies to encourage children to cover up like 'No hat, play indoors'
- We actively encourage parents to ensure children are dressed in suitable clothing and that shoulders are covered during warmer months.
- Sunglasses are optional.

SUNSCREEN

Sunscreen should be applied to areas of exposed skin that are not covered by clothing to protect it from Ultraviolet Radiation. Without adequate protection, a child's delicate skin can easily burn, causing cumulative and irreparable damage. This can significantly increase their risk of developing skin cancer in later life.

It is recommended that all sunscreen provided by both parents and pre-school settings should be:

- A minimum Sun Protection Factor (SPF) 30
- Labelled 'Broad-Spectrum' to provide both UVA and UVB protection and labelled with a UVA symbol (minimum 4 stars)
- Applied generously to exposed skin 20 minutes before going outdoors when UV levels reach 3 or above
- ALL sunscreens should be reapplied at least every 2 hours and more often if sweating/towelling
- Sunscreen should be stored in a cool, dry, accessible place.
- Remember to check expiry dates as sunscreen becomes less effective over time. If an expiration date is not displayed, look for an open jar symbol which will have a number next to it (i.e., 9M or 12M) - that's the number of months you can safely use the sunscreen after opening.
- We ensure sunscreen is applied when UV levels reach 3 or above, before periods of outdoor play / activities and reapplied at least every 2 hours when required
- All sunscreen provided by parents must be clearly name labelled
- Staff will apply sunscreen to tips of ears, backs of necks, feet if wearing sandals etc.

SHADE

- We currently provide shaded areas outdoors where children can congregate for outdoor play and activities
- We conduct shade assessments to consider future needs and are committed to improving shade solutions where necessary
- We encourage children to play in the shade as much as possible when UV levels reach 3 or above, particularly between peak UV hours (11am-3pm)
- Babies are always kept in the shade where possible
- We monitor and limit time children spend outdoors according to UV levels and during peak UV hours (11am - 3pm)

MONITORING UV

- We are committed to monitoring UV levels daily during warmer months to ensure appropriate sun safety measures are implemented when necessary
- We display the daily UV level on the front entrance door, to engage the children and staff and reinforce the importance of sun safety on a daily basis during warmer months

STAFF AND ROLE MODELLING

- We ensure all staff role model good sun safety behaviours such as applying sunscreen and wearing a sun hat when UV levels reach 3 or above
- We are committed to ensuring all staff are actively involved in the implementation of this policy and that they consider the UV forecast and sun protection/ control measures when planning outdoor play or activities

HYDRATION

- We are committed to ensuring children are kept hydrated with drinks, particularly water, available and encouraged regularly throughout the day, especially during warmer weather and physical activity
- All children are provided with regular drink breaks whilst playing outside, they must be encouraged to drink, and their fluid intake monitored to prevent dehydration.
- Water cups and sports bottles are to be accessible for children outside.

REVIEWING OUR SUN SAFETY POLICY

We provide parents with sun safety and skin cancer awareness information to promote support and raise awareness of prevention and early detection across our parent/family community. Our setting will regularly monitor and review the effectiveness of this policy and will update the policy on an annual basis in-line with renewing our Sun Safe Nurseries annual accreditation.

Policy reviewed and updated July 2023

MAINTAINING CHILDREN'S SAFETY AND SECURITY ON THE PREMISES

We maintain the highest possible security of our premises to ensure that each child is safely cared for during their time with us.

- The safety of young children is paramount. All children are supervised and will always be in sight of an adult.
- All staff employed are qualified or working towards a qualification and have current DBS checks
- Whenever children are on the premises at least two members of staff are always present
- An accident book detailing any incidents or accidents this must be completed in every occurrence and reported to management to be logged onto nursery in a box for parent acknowledgement and approval
- All staff are aware of the system in operation for arrival and departures at each session, an adult will be at the door during these periods.
- Children are only to leave the nursery with an authorised adult
- Visual safety checks are made on the premises, and toys inspected for damage. Risk assessments are completed prior to each session and throughout sessions and before entry onto the garden. Preschool and forest friends encourage children to complete visual risk assessment developing their understanding of safety and wellbeing
- Garden securely fenced – children are not allowed in the garden unattended
- Layout and space allow children to move freely
- Dangerous substances, including medicines and cleaning materials stored out of children's reach.
- Children are not allowed access to the kitchen.
- Adults are not permitted to drink hot drinks other than when on their lunch breaks
- Fire drills are held every month/ fire alarm tested every week by setting and every 6 weeks by contractors supplied by Chelmsford City Council.
- A register is taken of children on the premises every morning and staff check to ensure all children are signed in / out of the building, in the event of an emergency.
- A First Aid box is available in the staff toilets, preschool toilets, outside toilet and outings bag
- Fire extinguishers checked annually and staff aware how to use them
- Equipment checked and erected with care

- All activities receive constant supervision
- Equipment is suitable for the age, stage, and abilities of all children
- Premises are checked before locking up each day
- Big windows locked when the room is not in use
- Fire drill procedure is displayed in the reception area for all to see
- We have an intercom system for everyone entering the nursery as well as CCTV in every room
- The arrival and departure times of all staff, children, volunteers, and visitors are recorded
- Systems are in place for the safe collection of children

Policy reviewed and updated September 2023

SAFETY INSPECTIONS

It is the responsibility of staff to keep their room safe. Risk assessments are carried out on every room before each session which are signed. This will be an ongoing process. The nursery manager and deputy manager will carry out informal safety inspections to be discussed at staff meetings. Formal inspections will take place annually in line with Ofsted.

Electrical Appliances:

Any faults must be reported to the manager immediately. If you are in any doubt as to the safety of any appliance, disconnect the appliance from the socket and report to the manager.

- Before leaving each evening please unplug, televisions, radios, computers, and other electrical equipment except fridge freezer.
- Take care of wires and do not allow them to trail dangerously. Any defect to the building or equipment must be reported to the manager immediately.
- PAT testing is carried out by an outside agency annually

Chemicals, Disinfectants and Toxic Substances:

All chemicals and disinfectants should be handled with care, kept in their original packaging, and stored in the locked kitchen cupboard under the sink away from all children. Staff to be aware of COSHH and follow correct procedures as stated in the risk assessment manual, COSHH safety forms available for products used with recommendations for first aid.

Health and Safety for Toys and Equipment:

- Make sure all toys are checked regularly before setting up an activity.
- All broken toys are reported to management and discard any broken toys to management.
- All toys are cleaned daily, washed in antibacterial solution.
- If a child is sick or wets on a toy, please wash this toy immediately in anti-bacterial.
- All outdoors equipment is to be check that it is safe and in working order before every use.
- All scissors, clips and staples and craft equipment is to be stored away and out of the reach of children in the younger rooms. In the preschool room, children are taught about health and safety and the correct use.
- Scissors are to be supervised when in use.
- All dressing up equipment and bags, shoes are to be checked, please ensure they are clean and safe (no long straps on bags) to be washed every fortnight.
- All equipment set up is suitable for each age group i.e., so small toys can not be swallowed.

- When setting up toys it is taken into consideration that children have enough room and space to play safely.
- Positioning of toys is always taken into consideration to ensure they are away from all fire exits.
- All outdoor equipment is suitable for children's ages i.e., slides or bicycles are not too big or too small for a child.
- Children are supervised when playing, practitioners keep a safe distance, this will ensure the child does not feel "watched" and can play freely
- Staff ensure all toys are put away and stored safely
- In the garden staff ensure children are supervised at all times.
- All toys are cleaned, staff anti bac toys that are out for that session.
- All outdoors equipment is to be check that it is safe and in working order before every use.
- Rooms are the responsibility of ALL staff; these must be kept orderly and tidy at all times. This is to improve health and safety and reduce risks and hazards within the rooms – as well as enabling easy access to all toys and activities.
- All rooms must have a risk assessment carried out prior to the nursery opening at 07.30; a second risk assessment of each room must be carried out at lunch time. Continual risk assessing take places during all experiences.
- The garden risk assessment is carried out each time the garden area is used – this must be completed fully with details of all staff members present in the garden during that play session.

Policy reviewed and updated September 2023

SECURITY / INTRUDER POLICY

- All staff have DBS checks and references and health checks
- Intercom system and CCTV in place at the door and all rooms. The door will not be opened until checks have been carried out through the intercom system.
- Photo's of parents / carers are in family books
- Password system in place and children are not permitted to leave if the password is not known and we have not been informed of somebody different collecting
- Big windows locked when room is not in use
- Signing in / out sheets to be completed by everyone including visitors
- Parents / Carers do not have access to playrooms and other children
- Secure garden area
- Emergency telephone numbers and registration forms kept up to date
- ID badges will be asked to be displayed if in doubt please contact the office to which they have come from
- Police to be called if problem arises
- DBS checks are obtained from children's entertainers, photographers, and anyone else who may have contact with our children
- Lockdown will be actioned at any time when it is deemed necessary to ensure the safety of our children, families and staff

Policy reviewed and updated September 2023

LOCKDOWN POLICY

An evacuation or lockdown occurs when circumstances dictate that the safety of the children and staff is better ensured inside the current building, with doors and windows locked and blinds/curtains drawn. Children would be moved away from the windows and doors for prime safety. The Lockdown procedure may be activated in response to any number of situations, but some of the more typical might be:

- A report incident/ civil disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc)
- A major fire in the vicinity of the nursery
- The close proximity of a dangerous animal roaming loose

Procedure

Management of the situation will depend on the circumstances presented

- Remain calm
- Move slowly
- Obey instructions
- DO NOT PROVOKE AN INCIDENT

The following three stages must be followed:

Step 1 GO IN

Step 2 STAY IN

Step 3 TUNE IN

Initial Notification

In the event of an incident requiring 'Lockdown' the person witnessing the incident must notify the Manager/ Deputy Manager (person in charge) to raise the alarm. The Manager/ Deputy Manager will determine the risk and need for 'Lockdown.' The Manager/ Deputy Manager will inform staff of the situation and ensure all children are in a room of safety, they will then call the emergency services.

Movement around the building

All children, staff and visitors will remain in the area they are in, if safe to do so. When an AMBER alert takes place and the children are outside playing, staff are to promptly direct children into the building. When children are gathered, they will be seated on the floor away from windows. All windows, blinds and curtains must be drawn. In this event Forest Friends will come inside and use the water babies room. Water babies will join jungle cubs.

In the event of a RED alert staff will make safe efforts to close and lock rooms barricading themselves in if needed, gathering the nursery phone/mobiles and emergency contacts folder if possible. All lights are to be turned off. Staff must try to ensure (as best possible) children are kept calm and as quiet as possible. Staff are to keep alert to the emotional needs of the children, singing quiet songs or using the tablets to keep children engaged.

Jungle cub and water babies: To join in jungle cubs, with younger babies being placed in cots

Toddlers: Come down to water babies. Keep the children away from the windows.

Forest friends: Come inside into water babies.

Preschool: Move down to jungle cubs. Stay away from the windows.

Once all children are secure in the rooms internal doors to be locked.

If possible, doors must be barricaded and keep a phone to hand

Office: A member of the Management team will stay in the office on the phone and watch cctv until it is no longer safe to do so

A register/ head count should be taken at this time, if you are in a different room follow the management team's instructions.

All Clear Signal

The 'All Clear' will be signalled by the Manager/ Deputy or person in charge. That person will inform all concerned.

A log will be made of the incident, relevant authorities will be informed, parents notified, and incident investigated.

Policy reviewed and updated September 2023

PHOTOGRAPH POLICY

- Photographs will only be taken with written permission of the parent using only the nursery iPads and sim free nursery iPhone (Staff mobile phones are not permitted in the nursery rooms and remain in a phone box until the staff members break)
- Photos are only displayed in the nursery setting or placed in the individual child's file which is available to the parent
- Photographers attend yearly again with permission of the parent and only the parent is allowed to obtain their child's photo (DBS check are asked for of the photographers)
- Nativity play – parents are asked if there are any objections to photo's being taken or video's being used.

Policy reviewed and updated September 2023

SECURE ENTERING AND EXITING POLICY

Students are not permitted to answer the intercom / door or telephone at any time.

- New members of staff must not answer the door or let in/out parents until they are introduced and fully familiarised with parents/ carers.
- If someone other than the usual, known pick up is collecting the child, a password system is in place. The parent/carer will inform us of the name and description of person who is collecting the child, they will set a password- Upon collection the password must be given to the nursery by the collector in order for us to release the child. Should the person collecting not be able to give the correct password DO NOT ALLOW TAKE THE CHILD TO THE GATE! ring parent/carer immediately and tell them. Gain clarification by means of description, name, ask for ID if you have doubts, ask parent/carer to call the collectors mobile phone. We have a camera installed in the porch area to visually check who is at the door as an extra measure of security.
- All new parents are asked to provide a photograph for us to put on our family books to enable all staff to familiarise and recognise them.
- There must be a member of staff to greet all parents/carers at the gate politely and warmly. Practitioners will greet parents/carers outside of the gate and ensure the gate is locked behind them using the bolt bar. Staff must also make sure they see everyone out of the premises. Never leave people unattended inside the building.
- Parents are not permitted to enter into rooms with their child- see child protection policies. Children are to be taken to rooms by staff only and delivered to parents in hall upon collection.
- To maintain secure premises from intruders or children leaving unattended all large windows at ground floor level must be closed and locked if there are no staffs in the room. Never leave a room with large windows open.
- The garden gates must be locked from the inside at all times.
- Never place the front door on the latch-even if you are just retrieving something- shut the door and then ring the intercom for entry once more. This is to prevent the chance of a staff member forgetting they have put the door on the latch and leaving our premises unsecure.

Policy reviewed and updated September 2023

COMPLAINT POLICY

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

We keep a log of all complaints which is available to Ofsted.

- Any parent who raises a concern to a staff member will have this logged and if the staff member cannot deal with the complaint will refer it on to the manager – All complaints even if dealt with must be brought to management attention
- If a satisfactory outcome is not met the parent must put their complaint in writing and a meeting is arranged. The complaint letter is stored on file
- If needed the parents are informed that they may contact Ofsted if they wish to make an official complaint, their contact details are displayed in our porch

Ofsted number: 0300 123 4666 or enquiries@ofsted.gov.uk

Policy reviewed and updated September 2023

FIRE MAINTENANCE AND EVACUATION PROCEDURE

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. Where necessary we seek the advice of a fire officer or fire safety consultant.

Fire Marshall: Nicola McPherson-Mason

A fire risk assessment will be sought from the council who have overall responsibility for the building. This will be reviewed yearly with the council. The council are responsible for maintaining the fire alarm system and fire equipment. Fire equipment includes smoke alarms, emergency lighting, fire extinguishers and fire blankets.

Fire safety is upheld by ensuring fire equipment represents the following safety features. These are:

Warning – This includes smoke detectors sounding an alarm for all users to take action

Evacuation - exit signs to inform all users of safe routes

Protection – Fire doors and fire extinguishers ready for use in an emergency situation

Please note the fire drill procedure is as follows:

- After alarm has rung staff members will evacuate the children through nearest exit immediately.
- Manager/deputy manager to secure register, telephone and iPad or nursery phone. Check all rooms have been evacuated, close fire doors and evacuate themselves. It is imperative that everyone acts immediately to safely exit the building.
- Children and adults will walk to the designated area on the playing field and remain in their family groups, just outside the preschool garden where the registers will be taken, and fire brigade and parents will be contacted.
- Babies to use the turtle bus during all evacuations.

Procedures

- Fire alarm will be check/tested on a weekly basis and recorded.
- Weekly fire equipment check will be carried out by the fire marshal
- Fire drills are completed monthly
- Fire extinguishers are checked yearly by an external fire company. The fire extinguishers held on site are water and CO₂. The water fire extinguisher is to be used on fires only involving solid combustible materials such as wood, paper, straw, coal and textiles. The water extinguishers must never be used on a fire involving electricity. The water fire extinguisher is **RED**. The CO₂ extinguishers is for use on fires involving electricity. In some situations it can be used on flammable liquids. The CO₂ extinguisher is **BLACK**.
- Within the kitchen is a fire blanket for use on any small pan fires.
- The manager has received training in fire safety
- Fire escaped are clearly marked, never obstructed, and easily opened from the inside
- Smoke detectors / alarms and fire fighting appliances conform to BSEN standards and are checked monthly.

- Our emergency evacuation procedure is explained to all staff members at the time of induction and displayed on the premises
- All children, staff, volunteers, and visitors are signed in and out of the premises
- Records are kept of fire drills which include the date and time of the drill, how long it took, whether or not there were any problems and if so, the actions put into place to improve
- Records are kept for the servicing of fire safety equipment

Policy reviewed and updated February 2023

CONTINGENCY PROCEDURE

In the case of a major event that make the nursery premises unusable or in need of immediate evacuation a contingency plan is in place.

Follow the fire evacuation procedure.

Once out of the nursery, head towards the SPRINGFIELD PARISH HALL cross at the lights to the right of the nursery and walk along the road follow this road along until you reach the crossing use this to cross the road and you will find the entrance to the parish hall in St Augustine's way.

St Augustine's Way, Chelmsford CM1 6GX
01245 464583

All parents and staff should be contacted and informed of the situation. If there are parents/carers who cannot be contacted by telephone, emergency contacts will be called.

Policy reviewed and updated September 2023

MOBILE PHONE POLICY and SMART WATCHES

Scallywags accept that staff/students will wish to bring their mobile phone to work, however we have a strict policy surrounding this. This policy is to protect staff from allegations and to protect the safety and dignity of everyone on our premises.

- Mobile phones are to be stored in the office and signed in and out daily.
- No staff member is permitted to use their mobile phone in any area of the nursery other than the manager's office or staff room.
- Smart watches are not permitted to be worn by any member of staff while working with the children in the setting.

Only the nursery sim free mobile phone and nursery iPads will be used for video or photographic use on the premises and during outings

Other filming or portable media devices:

- No one is permitted to have their own possessions on their person during working hours.

Camera policy:

- The nursery uses CCTV throughout the premises, this is a live feed into the Office. Parents are unable to log into this system. The CCTV records for a period of 21 days and then automatically deletes to allow the recording to continue. All visitors, families and staff are made aware of the CCTV within the nursery.
- The nursery displays signs informing parents and visitors of the use of the CCTV.
- The nursery uses iPads and a sim free iPhone everyday to enable photographic observations to be used within individual children's development records and also their individual home school diaries.
- A SIM FREE iPhone is used to take photos of different experiences which our children explore both inside and outside of the nursery. This iPhone is owned by the nursery and is logged into the nursery apple account.
- Photographs may also be used for board displays within the setting.
- All parents give written permission for photographs to be used in this way.
- On outings parents are asked to only photograph their own child and any group photos that are taken will require permission from all parents.
- Photos of outings taken by the setting will be displayed within the setting or on the settings Facebook page with permission from our families.
- Photographs are uploaded from the iPad and iPhone and are stored on the nursery's computer and only management has access to this.
- Photographs are printed via the nursery's computer.

- Children are also encouraged to use ICT equipment including iPads and Alexa with the support of a practitioner to ensure their safety throughout the experience
- Staff and students are not permitted to use their own personal cameras within the setting.
- We request written parent permission for the use of photographs on the nursery website.
- All professional photographs we are invited in by the setting have an up-to-date DBS certificate.

Sallywags policy on mobile phones of parent / carers / visitors

- No person is permitted to use their mobile phone whilst on our premises. Anyone wishing to use their mobile phone must be asked to leave the nursery to do so.
- Visitor's phones (e.g. potential new families) will be stored in the nursery office whilst they are visiting the nursery
- Visitors for extra circular activities may need a mobile device to support the experience. Nursery staff will ensure that the camera is covered and at no time will the visitor be left unsupervised within the nursery.
- All staff are expected to enforce this policy and remind parents of this when required.

Both of these policies must be strictly adhered to, any staff member / student or parent / carer failing to comply will be dealt with under the company disciplinary procedure.

This offence will be deemed as gross misconduct and may result in summary dismissal of staff and immediate exclusion of a family

Policy reviewed and updated September 2023

E-SAFETY POLICY

This policy is the implementation of our Safeguarding policy in relation to electronic communications of all types.

The Internet is now regarded as an essential resource to support teaching and learning. Computer skills are vital to accessing life-long learning and employment. It is important for children to learn to be e-safe from an early age and the Nursery can play a vital part in starting this process.

In line with our other policies that protect children from other dangers, there is a requirement to provide children with as safe an Internet environment as possible and a need to begin to teach them to be aware of and respond responsibly to possible risks.

Significant educational benefits should result from Internet use including access to information from around the world. Internet use will be carefully planned and targeted within a regulated and managed environment.

The appointed E-safety Co-ordinators are Kerry, Abbie and Nicola. However, all staff are responsible.

Procedures

- We have a duty to ensure that children in our setting are not exposed to inappropriate information or materials.
- We also need to ensure that children know how to ask for help if they come across material that makes them feel uncomfortable.
- Nursery Internet access will be tailored expressly for educational use and will include appropriate filtering.
- Staff will guide children in online activities that will support their learning. Journeys and use our online 'Tapestry' learning assessment journey.
- The Management will ensure that the appropriate filters are applied to the PC & Laptop & iPads within Nursery.
- There are passwords for children and adults within the setting.
- All iPads and the nursery iPhone has a passcode applied

The Nursery Staff are responsible for:

- monitoring the websites being used by the children during Nursery sessions
- ensuring that material accessed by children is appropriate
- ensuring that the use of any Internet derived materials by staff or by children complies with copyright law.
- ensuring that the Management are informed immediately If staff or children discover unsuitable sites have been accessed on the Nursery PC or Laptop, so that the filters can be reviewed
- monitoring and supporting the use of Alexa in the preschool room to support children's interests and learning.

The Internet is also used in the Nursery to support the professional work of staff, to allow

effective planning and source resources. Staff are not able to logon after nursery sessions for this purpose.

Unsuitable sites must NOT be accessed by Nursery Staff. A breach of this policy will be considered to be gross misconduct by staff and will be dealt with accordingly.

Nursery Website

The point of contact on the Nursery website (www.scallywags-chelmsford.co.uk) will be the Nursery address, Nursery email and telephone number. Staff or children's home information will not be published.

Website photographs that include children will be selected carefully and children's names will not be used anywhere on the website, particularly in association with photographs.

Written permission from parents or carers for featuring their child on the website is requested when each child starts at the Nursery and parents/carers wishes are followed at all times.

Managing e-mail

Children will not have access to e-mail.

The Management only will have access to the Nursery e-mail address.

Social Media Policy

The Nursery has a Facebook page, on this site information can be obtained regarding events taking place, activities that are happening during the day and various information for the parents. When using the Facebook site, we gain permission from the parents/carers before they start via Parent Admin – NIAB. We only post images of children who have agreed to allow their photo being on our Facebook site.

Staff will not share any posts on their on their personal Facebook accounts that have faces of the children in them. Staff can share Facebook posts that do not have children's faces shown.

We also have an Instagram account, images of children will NOT be posted on this site, this is only for photos of activities or provocations which we have set up. Children's full names will never be given on either of the sites.

Staff will not discuss individual children or the setting on Facebook, twitter or any other social networking site.

It is Nursery policy that staff are not 'friends' with parents/carers on any social network site and that their social media accounts are private.

Mobile technologies

Mobile Phones owned by Staff members are stored in a box locked away in the office during Nursery hours. Staff may access their phones during their lunch break within the office/staff room or outside the premises.

Cameras

Photographs taken by parents at nursery events such as sports day & the Christmas concerts, should be for personal use only and MUST NOT BE uploaded to social networking sites if the image contains children other than their own.

Photographs will also be taken of the children via the settings handheld devices such as iPad's and the nursery sim free iPhone, which are used for recording children's observations which are then uploaded to the individual child's tapestry account.

A SIM FREE iPhone is used to take photos of different experiences which our children explore both inside and outside of the nursery. This iPhone is owned by the nursery and is logged into the nursery apple account.

Handling of E-Safety Complaints

- Complaints of e-safety misuse will be dealt with by the Director or Manager
- Any complaint about staff misuse of the internet must be reported to the Management or Owner

- The nursery's complaint procedure will be followed in the event of any cases of misuse that arise

To keep our children safe, we will:

- Always obtain consent from parents / carers for photographers or video recordings to be taken, used, or published (for example, on our website or displays)
- Ensure only the setting's iPad's and sim free iPhone are used when photographing or videoing children.
- Ensure that children are appropriately dressed if photographs or videos are to be taken.
- Ensure that children's names are not displayed alongside any photographs in a public space.
- Ensure that personal devices are not used to take photographs of the children and only the settings allocated sim free phone and iPads.
- Ensure that all images are stored securely and in accordance with statutory guidance.
- Ensure that iPads and Alexa are used with continuous adult guidance

Policy reviewed and updated January 2024

SCALLYWAGS NURSERY “KEEPING VISUAL” POLICY

Staff must be aware that they have a need to protect themselves and the children within our care at all times. CCTV has been installed in all play areas within the nursery and our garden area.

CCTV does not cover bathrooms or changing areas so all staff must be aware that there are other measures needed to protect the safety, dignity and respect of all children and adults on the premises. The following measures must apply.

- Bathroom doors to be kept open during all changing / toileting / nappy changing unless there is a visitor on the premises

Scallywags Nursery recognises that due to the design and layout of the premises we will experience some difficulties with performing changing / toileting with 2 members of staff present. Due to child – staff ratios this will not always be possible. It is also necessary to close the bathroom doors on arrival of anyone other than staff members, you are permitted to ask parents to wait in reception area until changing has finished if needed.

Loss Theft or damage of personal property

Scallywags Nursery accepts no responsibility for the loss, theft, or damage of any personal belongings on these premises.

Any items stored or left on the premises are done so at the owner's risk.

Policy reviewed and updated September 2023

THE ROLE OF THE KEY PERSON AND FAMILY GROUP

The key person's role is set out in the welfare requirements of the EYFS, explaining each setting must offer a key person for every child. It is paramount that parents work alongside us and feel comfortable about exchanging information and discussing things that will benefit the child. We allocate a key person to each child before your child starts at nursery based on the sessions that you have chosen. The key person welcomes and looks after your child on their first session and throughout the settling in process.

Within Scallywags we have a 'Family Group' approach, this ensures that relationships can be built with all children and practitioners within their room and can support each other to know your child's individual needs and work together to support them best and meet their individual needs. This means that your child will be allocated a key person and a buddy which forms our family group system.

Your family group is:

- Your main point of contact within the setting
- Helps your child to become settled, happy, and safe
- Is responsible for your child's care, development, and learning
- Takes a careful note of your child's progress, sharing this with you and giving you ideas as to how to help your child at home
- Responsible for completing a copy of "All about me"
- The key person offers unconditional regard for the child and is non judgemental.
- A key contact for the parents and has links with other carers involved with the child.
- Responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up to date, reflecting the full picture of the child in our setting and at home.
- Encourages positive relationships between children their family group, spending time with them each day.

Policy reviewed and updated September 2023

PROFESSIONAL LOVE

The term '**professional love**' was coined by Dr Jools Page, who conducted a research project in 2012, talking to Early Years professionals across England, to research the impact of media coverage around scandals on the relationships with children and early years professionals.

The research aimed to understand how professionals felt about 'loving' children in a professional capacity. It's a grey area, with so many perspectives both from early year's practitioners themselves and from parents and families.

As professionals in the sector, we understand the importance of strong attachments to key caregivers, and the EYFS reminds us that attachments shape a child's social world and underpins children's personal development.

Knowing that attachments with caregivers are so essential to a child's holistic development, confidence, and sense of self, we may ask if love is part of this attachment process? Is it ok to express these feelings as love?

The challenge faced by many is how to effectively and professionally convey the affectionate, loving, and caring behaviours needed in the role of key person.

Dr Page described professional love as a reciprocal relationship which some practitioners might establish with babies and young children. It's impossible to love a child in the way a parent would, and professional love doesn't seek to build that type of bond. Professional love shown by an early year's professional, should complement the relationship a child has with their parents or carer.

We all need a cuddle no matter what age we are. Human touch is fundamental for our wellbeing.

We need the touch of a smile, verbal affection, and eye contact too with the people we can trust. Affective interaction is necessary for the healthy, cognitive, social, and emotional development of every human being.

This natural warm physical response to another human being causes a biochemical release of the hormone, oxytocin. When this hormone enters the bloodstream, we feel good: it lowers the levels of stress; reduces blood pressure, improves mood, increases tolerance for pain and may even help the body to heal more quickly.

It is paramount that our practitioners understand the importance of professional love. If any member of staff had any concerns over practice, we would advise they follow our Safeguarding Policy and Procedures and inform a Designated Safeguarding Lead.

Policy reviewed and updated February 2023

PARTNERSHIPS WITH PARENTS

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of the setting.

We also aim to support parents in their own continuing education and personal development.

- We ensure all parents are included, that may mean we have different strategies for parents who work or live apart from their children.
- We consult with all the parents to find out which approach works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform parents about how the setting in run and its policies through written information, and informal communication. We check to ensure parents understand the information given to them.
- We inform all parents on a regular basis about their child's progress.
- We involve parents in the shared record keeping about their children, either formally or informally and ensure parents have access to their children's development records via our online 'Tapestry' learning journeys
- We provide opportunities for parents to contribute their own skills, knowledge, and interests to the activities of the setting.
- We inform parents about relevant workshops, conferences, and training.
- We consult with parents regarding the times of meeting so that we do not exclude anyone.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning.
- We inform all parents of the system for registering queries, complaints or suggestions and check to ensure these are understood. All parents have access to the Ofsted complaints procedure and contact number is displayed in our entrance and on the display boards outside.
- We work towards offering equal opportunities by using non-discriminatory procedures for parents and children.
- Encourage a home learning environment working together to plan and extend activities.

Policy reviewed and updated September 2023

2 YEAR CHECK POLICY

In line with current government legislation, Scallywags nursery will complete a two-year check to support and work alongside the home-based two-year checks. These home-based two-year checks are to be carried out and completed by the designated home health visitor team. This will either be the assigned Health Visitor or named nursery nurse for the local area. Scallywags Nursery will follow government legislation and focus on the Prime areas of the Early Years Foundation Stage Curriculum. This will include Physical Development, Personal, Social and Emotional Development and Communication and Language. Each two-year check carried out by Scallywags Nursery will be completed by each individual child's key person between the ages of 30 and 35 months. Scallywags nursery will liaise with parents and carers to find out whether children who join within this time frame have previously had a two-year check completed. If the children have not previously had a two-year check completed, Scallywags Nursery will ensure that a review is carried out by the key person.

Two-year checks are carried out to ensure that children are developing within the suggested guidelines. It will also enable us to identify any specific areas where children may need additional support. If there is an area of concern support will be offered to the child and family. An example of this is relating to communication and language, children can be supported via talk with me sessions and Toddler Talk.

Scallywags Nursery will ensure that two-year checks are completed and carried out alongside parents and carers, ensuring that their views and opinions are included. Where possible each child's view will also be included.

In line with data protection, Scallywags Nursery will not share the report with the Health visiting team but will provide parents with a copy to share at their appointment and obtain comments and feedback from the health visiting team.

An integrated 2 year review will be carried out at the nursery for families accessing FEE2 funding. Families will be invited to attend this at an agreed date and time along with the health visiting team. To support a child's development and with parental consent we may book in an age appropriate review.

Policy reviewed and updated September 2023

RECORD KEEPING POLICY

There are record keeping systems in place that meet the legal requirements; means of storing and sharing that information takes place within the framework of the Data Protection Act and the Human Rights Act

- Children's development records are kept in the playrooms or in files, where staff and parents can have access to them on request.
- Personal records such as administration forms, consent forms, meeting minutes, reports from outside agencies, child protection issues or anything of a confidential matter are stored in the office and on nursery in a box with access from only the management team
- Parents have access to their child's files and records but do not have access to information about any other child
- We retain children's records once left for the amount of time specified by legislation
- Issues to do with the employment of staff remain confidential and stored in locked cabinet with access from only the management team
- We keep records for the purpose of maintaining our business e.g., lease, financial records, registration documentation, employment records etc
- All records are the responsibility of the management team who ensure they are kept securely
- All records are kept in an orderly way in files and filing is kept up to date
- Health and Safety and Equal Opportunity records are maintained and inspected by officials
- Our Ofsted registration certificate is displayed
- Our Insurance certificate is displayed
- We are registered with Data Protection
- Our Fire Extinguisher and PAT testing certificate is stored in the health and safety folder

Policy reviewed and updated September 2023

INCLUSION, DIVERSITY AND EQUALITY POLICY

At Scallywags, each person should be treated with respect and care, and able to bring a unique identity and perspective, regardless of gender, ethnicity, sexuality, ability, language, religion, beliefs, age, race, or maternal status. Inclusion refers to all children, parents, and staff to encourage them to feel connected with the setting and have a feeling of belonging.

“When everyone is included, everyone wins.” – Jesse Jackson

Scallywags welcomes the cultural diversity of society today. All staff members value and respect the different racial origins, religions, cultures, and languages of our society. Each child will be treated positively as an individual without the influence of racism, sexism or any other form of stereotyping or discrimination. At Scallywags, we ensure that all LGBTQ+ (*lesbian, gay, bisexual, transgender, queer or questioning and more*) children, families and staff feel included within our setting. We also challenge gender stereotyping and celebrate all diversity to support every child to understand and embrace difference. Children learn similarities and differences are valued, and that no skin colour, language, or ethnic background are superior to another.

We support children to learn and develop skills, attitudes and understanding through our holistic approach in order to live full and satisfying lives and become useful active members of a constantly changing society in which we know all play an active and vital part.

Inclusion is not just about the most obvious. Inclusion is about ensuring that every child feels like they belong and are seen. At Scallywags, we ensure that there are no ‘invisible children’. All children are supported individually and are entitled to an education that enables them to achieve the best possible education and outcomes.

In the same way staff are offered a working environment free from prejudice and with equal opportunities with regard to terms and conditions and access to training opportunities.

“As individuals, we cannot make the world free of racism and a safe place to be – but we can do our very best to ensure that our Early Years setting is a small model of what we would like the world to be”. – Jane Lane

We aim to:

- Provide and have regard to the children’s religious persuasion, racial origin, culture, linguistic background, and abilities
- Provide materials, books, play equipment and play activities which reflect the diversity of races, cultures, religions and languages and abilities within the community.
- Provide opportunities for children to be involved with materials and activities about people with disabilities these include both physical and mental impairment and without fixed gender roles.
- Provide a designated parking bay for families with disabilities and make reasonable adjustments within the setting.
- To respect the race, religion, culture and language of the children and their family.
- Share communications in their preferred format.

- Have all their individual needs met and be regarded and valued as a unique individual and feel strong and confident about their own identity.
- Ensure the children feel safe and secure and know they belong.
- To help children learn and identify and to respect the rights of others through experiencing their own rights.
- We reflect diversity in our promotional and publicity materials.
- We provide information in clear, concise language whether spoken or written.
- We ensure that all parents are aware of our inclusion policy.
- We take action against any discriminatory behaviour by staff or parents.
- Posts are advertised and all applicants are judged against explicit and fair criteria.
- We seek out training opportunities for staff to develop anti-discriminatory and inclusive practices.
- To invite members of the community into the setting to support special celebrations and festivals, e.g., parents to read in home language, guide dogs, priest.
- We review our practices to ensure we are fully implementing our policy by promoting equality, valuing diversity, and inclusion.
- Nicola McPherson-Mason and Abbie Swann are the Equality Named Co-ordinator's (ENCO) and will help to promote, co-ordinate and monitor equality of opportunity for children, staff, volunteers, and parents in the setting.

We work in line with:

- The United Nations Convention on the Rights of the Child (UNCRC)
- The Early Years and the Disability Act 2010
- The Special Education Needs and Disability Act 2001 and the Code of Practice
- The Race Relations Act 2001
- The Sex Discrimination Act 2010
- The Equality Act 2010

Policy reviewed and updated April 2024

Special Educational Needs and a Disability Policy

It is our aim at Scallywags Nursery to endeavour to meet all children's needs whatever their stage of development or need may be. We will provide a safe and secure environment in which all the children in our care will be supported accordingly to reach their full potential, and 'reasonable adjustments' will be made to aim that all children will be included whatever their abilities or disabilities and that they are not treated "less favourable" because of their needs or disability.

Our premises are very welcoming, bright, and homelike. We aim to provide high quality care which supports every child to thrive and development. We are very lucky to be arranged in a single-story building which has accessible entrances and toilets.

We aim to support every child to participate in all experiences available in the setting. This is done through trying to ensure that each individual child has the appropriate and relevant resources to support their development, needs and continued learning. We will where possible hope to be flexible in adapting the environment to support any child's needs within the setting, "some simple approaches that may help to ensure that disabled children are not discriminated against" (DDA).

Within the setting we work alongside and have regard for the Disability Discrimination Act 2010 (DDA), Department for Children Schools and Families (DCSF), Equality Act 2020 and the Code of Practice 2020 (COP). The DDA holds two key duties these are "not to treat a child less favourable" and "to make reasonable adjustments for children".

On site we have two Special Educational Needs Coordinators (SENCO) Nicola and Kerry, the COP states that this means "any practitioner who acts in the capacity of SEN coordinator". Nicola McPherson-Mason (the Lead SENCO) ensures all children with SEN are supported accordingly. Nicola has achieved her Level 3 Award in the role of the special educational needs co-ordinator in private, voluntary, and independent early year's settings. Nicola works with the all the practitioners to ensure all individual children's needs are met and supporting our children with their needs. Nicola will support individual children through targeted support both on a one to basis and within small groups. All support will be shared with the child's family group and parents and carers to ensure a cohesive approach to support which promotes future development.

The roles of the SENCO as stated in the COP are:

1. To liaise with the child's parents and other professionals who may be involved with the child
2. To advise and support the other practitioners in the setting
3. To ensure that appropriate Individual Education Plans are being implemented
4. To ensure that all relevant information and records respecting the child are collected and kept up to date

Within the setting we try to ensure all of the practitioners have knowledge of SEND and how to put different support into practice to meet each child's individual needs. To do this we have in-house training that is delivered by the Area Senco Team and all staff are expected to attend. We have recently completed all the relevant training on the first 3 years approach to SEN comprising of Language and Communication needs, The Autistic Spectrum and Behaviour, Emotional and Social Disorders. By doing this we are aiming for all the staff to support the SENCO's in delivering the appropriate care to all the children in the setting.

When all children start at the setting, we offer staggered settling in sessions, and this is designed to fully understand all children's individual needs. This is then adapted for each child so if more or less settling in sessions are needed then this is arranged accordingly.

It is the SENCOs responsibly to work as a team within the setting with the practitioners and key workers to ensure that all child's needs are met and any child with suspected SEN are highlighted as early as possible, so that the appropriate support can hopefully be put in place, and discussions can be held to keep parents and carers informed of all the stages of their child's development.

Within the setting we work our planning alongside the Early Years Foundation Stage (EYFS) and endeavour to adapt each activity and experience accordingly to meet individual needs. We implement Pathways and One Page Documents to support children with SEND and focus on their specific needs. These are written in partnership with the parents and reviewed by the SENCO's and implemented by all practitioners in the setting accordingly. Before writing a Send Support Plan (SSP) or One Page document we will arrange a meeting with the child's parents or primary carer and discuss their child's needs and ask for their permission. The SSP will then be written with them and incorporate their ideas as well. They will then be invited into a second meeting to review the SSP and discuss their child's progress made and whether a SSP will be continued with and what the new outcomes will be. It may be the case that the child has progressed to a point in which they do not need another SSP to be implemented. All of this documentation together will create One Planning. All documentation will be shared with future schools or nurseries to ensure smooth transition and support.

Parents and carers may find the initial discussion about their child's needs difficult and so we aim to provide sources of information and advice for the parents and be there to support them as well as their child if this is needed. We have external support agencies, and this can be helpful for the parents also.

We will always endeavour to liaise with parents and carers and any outside agencies involved with individual children to meet their individual needs and hopefully support them accordingly through positive professional partnerships. We will also endeavour to provide suitable resources to meet the child's need. We will work together with SENCAN and the Inclusion Grant to aim to provide these resources.

Within the setting we have children who have Early Health Assessment. These relate specifically to their need and hold key information about their treatment needed and in what order according to the severity, their causes and what has to be avoided to ensure their safety within the setting. Some examples include egg, wheat, and dairy allergies.

Within the setting Nicola & Abbie (Managers) are the Equality Named Co-coordinators (ENCO). The SENCO's and ENCO's will work closely together to ensure policies are upheld and put into practice accordingly. It is their responsibly to review the policies and update them as and when needed. We have a separate inclusion policy which runs alongside our SEN Policy, and this can be found in the Policies and Procedures Handbook. Our complaints procedure can also be found within this handbook and is relevant for every child, parent, and carer.

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

- We have Special Educational Needs Co-ordinators Nicola McPherson-Mason & Kerry Lowe

- We use a system of planning, implementing, monitoring, evaluating, and reviewing individual educational plans now One-page planning for children with special educational needs.
- It is our aim to include all children with varying abilities / disabilities.
- We aim for all children to be able to participate in all areas of nursery activities / development by using relevant resources that are appropriate for the child's needs.
- We have regard for the DFES Special Educational needs code of practice 2020
- We identify the specific needs of children with special educational needs or disabilities and meet those needs through a range of SEND strategies.
- Where possible we hope to be flexible in adapting for a child's individual needs.
- We aim to have an ongoing partnership with parents and for keyworkers and special needs care officers to keep parents informed of all stages of their child's development.
- Where training courses are available all staff will be willing to attend.
- We work in partnership with parents and outside agencies to meet individual children's needs.
- We provide parents on sources for individual advice and support.
- We provide resources to implement our special educational needs policy.
- We provide specialist training when necessary and many of our staff are Makaton or BSL trained.
- We provide a broad, balance and differentiated frameworks for all children with special educational needs.

SEN Specialism - Staff responsibilities are as follows:

Designated Senco Officer: Nicola McPherson-Mason

Other Senco's: Kerry Lowe and Emma Reynolds

Behaviour Management: Nicola McPherson-Mason, Kerry Lowe & Abbie Swann

Equality and Inclusion Officers: Kerry Lowe, Emma Reynolds, Nicola McPherson-Mason and Abbie Swann

Policy reviewed and updated September 2023

STATEMENT OF INTENT

Sallywags Nursery Ltd takes great care to treat each individual as a person in their own right, with equal rights and responsibilities, whether they be adult or child.

Discrimination under gender, sexual orientation, race, religion/belief, age, colour, creed, marital status, ethnic or national origin, or political belief, has no place within Sallywags nursery and should any person believe that this policy is not being totally complied with it is their duty to bring the matter to the attention of the Manager at the earliest opportunity.

The nursery and staff are committed to:

- Encouraging positive role models, displayed through toys, imaginary play, etc that promote non-stereotyped images. Books will be selected to promote such images of men, women, boys, and girls.
- Encouraging children to join in all activities, i.e., dressing up, shop, home corner, dolls, climbing on large apparatus, bikes, etc.
- Regularly reviewing our childcare practice to remove practices that discriminate.

The nursery aims to ensure that individuals are recruited, selected, trained and promoted on the basis of occupational skill requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment on the grounds of age, gender, sexual orientation, marital status, race, religion/belief, colour, cultural or national origin, which cannot be justified as being necessary for the safe and effective performance of their work or training.

The nursery's policy is to aim for a workforce that reflects the community it represents. Therefore, when we advertise vacancies, based on the needs of the nursery we will tailor our advertisement to particularly welcome applicants from underrepresented groups.

Service provision

No child will be discriminated against on the grounds of gender, race, religion/belief, age, colour or creed. Wherever possible those recognised as having a disability or as being classified as "disadvantaged" will be considered for a place, taking into account their individual circumstances and the ability of The Nursery to provide the necessary standard of care.

Sallywags nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups where possible. We will strive to promote equal access to services and projects by taking practical steps such as ensuring (where possible) access to disabled people and producing material in relevant languages and media.

Recruitment

Sallywags Nursery will strive by recruitment to ensure that the staffing levels reflect the community it serves. All vacancies will be advertised as widely as budgets allow. Every effort will be made to ensure that there is a representative balance on the selection panel and all members of the group will be committed to equal opportunities practice as set out in this policy and will have received appropriate training in this regard.

Application forms will not include questions which potentially discriminate against the grounds specified in the Statement of Intent. At interview, no questions will be posed which potentially discriminate against the grounds specified in the Statement of Intent. At interview all candidates will be asked the same questions, and members of the

selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Personal relationships with any candidate will be disclosed by the panel member prior to any selection or interview process commencing. Candidates will be given the opportunity to discuss the reasons why they were not successful.

Staff

It is the policy of Scallywags Nursery not to discriminate, whether directly or indirectly in the treatment of others. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. All staff are expected to challenge language, actions, behaviours, and attitudes which are oppressive or discriminatory on the ground as specified in the Statement of Intent. All staff are expected to participate in equal opportunities training.

Training

Scallywags Nursery recognises the importance of training as a key factor in the implementation of an effective Equality & Inclusion policy. Scallywags Nursery will strive towards the provision of equal opportunity training for all staff.

Policy reviewed and updated September 2023

STAFF CONDUCT RELATING TO DISPOSITIONS AND ATTITUDES

High standards of behaviour and attitudes of all staff are crucial for Scallywags to achieve its vision.

All members of staff must:

- Provide a positive role model
- Ensure they are providing all children with clear and continuing messages about politeness respect for others and excellent conduct.
- Support the well-being, safeguarding and protection of all children.
- Conduct themselves in ways that enable the setting to operate as effectively and efficiently as possible.
- Treat each other with mutual respect providing support to colleagues when appropriate.
- Consider their own well-being and welfare, including their own work life balance and organisation.
- Maintain absolute honesty and integrity
- Always work in ways that promote the interest of the setting and its children.
- Promote the settings vision
- Take all reasonable steps to look after the settings assets and equipment.
- Follow the settings employment contract and policies and procedures, including those concerning absences and attendance, standards of dress and other related matters.
- Not be involved in behaviours and actions that may bring the setting into disrepute, either directly or by association.
- Politeness and courteous behaviour should be extended between parents and staff.
- Incidents of bullying or discrimination will not be tolerated

If the conduct of a member of staff does give cause for concern the settings staff disciplinary procedure will be implemented. These actions may result in dismissal of staff and/or child's nursery place being revoked.

If a member of staff has concerns over another member of staffs conduct this must be reported to the settings Designated Safeguarding Lead and a disclosure incident form completed.

Policy reviewed and updated September 2023

SICKNESS / ALLERGIES AND ADMINISTRATION OF MEDICATION **POLICY**

While it is not our policy to care for sick children, we will agree to administer calpol as part of maintaining children's health and wellbeing

In many cases it is possible for children's G. P's to prescribe medicine that can be taken at home in the morning and evening. Administering medicines will only be done where it would be detrimental to the child's health if not given in the setting.

We only administer medication, which would otherwise exclude a child from our setting: These may include:

- ◆ Insulin (Diabetes)
- ◆ Rectal Diapason (Seizures)
- ◆ Ventilation inhaler (Asthma)

If a child has not had medication before the parent must keep the child at home for the first 48 hours to ensure the child has no adverse effect as well as to give time for the medication to take effect.

Parents give prior written permission for administration of medication by signing a consent form. No medication will be given without completion of our medicine form.

The administration is recorded accurately each time it is given and signed by a member of staff and the witness who is present at the time of administration, this is then given to the parents to sign at the end of the session.

- We will not administer Cough medicines or antibiotics (unless these are a long-term course and will exclude the child from the setting for a long period of time)
- All medicines will be stored accordingly in the lockable medicine cabinet which is located in the staff toilet area (asthma pumps, EpiPen's) and should be provided in their original containers, clearly labelled and inaccessible to children. The appropriate staff will be aware as and when needed.
- Please note if we have confirmation outbreak infectious diseases, these must be reported to Ofsted, Environmental Health, and Chelmsford Early Years these are also recorded and kept on file.
- Calpol can be administered for teething etc or to make a child comfortable until a parent is able to collect their child. Our first aid qualified staff will administer if permission is given by parents. Management only gives the authorisation for a parent to be contacted regarding calpol or collection.
- No members of staff other than those named by the manager are allowed to administer medication.
- Scallywags reserves the right to refuse admission to any child who looks unwell or who has an infection which may prejudice the general health and well-being of other persons in the

nursery.

- Children taking prescribed medication must be well enough to attend the setting.
- Only prescribed medication is administered. It must be in date and prescribed for the current condition.
- If medical knowledge is needed for administration of a medicine, training will be provided by a health professional.
- A risk assessment is carried out for every child with a long-term medical condition, other medical or social care personnel or parents may need to be involved in the risk assessment. The risk assessment may include vigorous activities and any other nursery activity that may give cause for concern regarding an individual child's health needs.
- The child's G.P advice is sought in necessary where there are concerns.
- A health care plan is drawn up with the parent outlining the Key person's role and what information must be shared with other members of staff this must include what measures need to be taken in an emergency. During this time, medical reports are shared between parents and practitioners to ensure best practice is implemented for the child.
- Health plans need to be reviewed every year or when notified of a change by the parents and a signed copy for the parent.
- Medication is taken on trips in a clear labelled plastic container, containing the child's name and the name of the medication, inside the box will contain a copy of the consent form and a card to record when it has been given and by whom.
- Children's temperatures will be taken and recorded using a fever scan or digital thermometer.
- If a child has a temperature, they need to be kept cool by removing their clothing layers, sponging their heads with cool water but kept away from drafts, only after this has been completed and if the child's temperature has not come down Calpol will be considered.
- Every child has equal rights and equal opportunities it is important to remember this when dealing with a sick child
- If the children are unwell during the day the manager will call the parent to ask for the child to be collected. In some cases, the parent maybe asked to take the child to the doctor before returning to the nursery.
- In extreme cases of emergency, the child will be taken to the nearest hospital and the parent informed.

- Parents are to complete a registration form on Nursery in a Box and during their All About Me transition form, denoting if their child has any allergies or medical conditions
- If a child has an allergy a risk assessment form must be completed noting the nature of the allergic reaction e.g., anaphylactic shock, rash, swelling etc. What to do in case of a reaction e.g., epipen, piriton etc and control measures. This form is to be kept in the child's file and also where staff can view it.
- Generally, no nuts or nut products are used within Scallywags
- Proof of training in the administration of EpiPen's or invasive treatment must be sought from health expert
- The nursery obtains consent from parent to act as loco parentis in the case of an emergency and take the child to hospital in an ambulance, whilst another staff member contacts the parents.
- If a child / adult is diagnosed from suffering from a notifiable disease under the Public Health Regulations 2010, we will comply with RIDDOR (the reporting of Injury, Disease, and Dangerous Occurrences) the manager will inform the local authority and act on any advice given.
- Staff must ensure that any personal medication they may have must be stored in their locker / medicine locked cupboard, away from the risk of children.

Please see below for a list of childhood illnesses and our policy on the treatment of these to prevent any contagious infections from spreading in the nursery. If your child is diagnosed with any infection or illness, please inform Scallywags Nursery as soon as possible. Please note this list is not exhaustive.

- **Chicken pox:** Your child will need to stay at home until all of the blisters have scabbed over.
- **Measles:** Your GP will need to diagnose measles. Once diagnosed your child will need to stay at home for a minimum of 4 days until the rash has gone, but they may need to be at home longer for symptoms to ease and for your child to feel better in themselves.
- **Scarlet fever:** This can be treated with or without antibiotics. If your child has antibiotics, they must have been on them for a minimum of 24 hours before returning as long as they are well in themselves and no longer have a temperature. Please note if it is not an antibiotic they have had before they must stay off for 48 hours to ensure they do not react to the medication. In your child is not being treated with antibiotics they must stay off of nursery until they no longer have a temperature, and they are well in themselves.
- **Hand foot and mouth:** Children will need to stay at home until the rash has dried up and scabbed over. At this time, your child should be feeling better in themselves.
- **German measles/rubella:** Children will need to stay at home for a minimum of 5 days after the rash first appears. They can return to nursery after the 5 days as long as they are well in themselves, and they no longer have a temperature.

- **Diarrhoea and vomiting:** Children will need to stay off for 48 hours after their last episode of diarrhoea and/or vomiting.
- **Mumps:** Children will need to stay at home for a minimum of 5 days until the swelling eases.
- **Slap cheek:** Children are no longer contagious once the rash appears. As long as they are well, they can come into nursery.
- **Whooping cough:** If children are treated with antibiotics they can return to nursery after they have been on medication for a minimum of 5 days. If they are not taking medication the illness can last a lot longer and as a result the child will not be able to come into nursery until all symptoms has ceased, which can take up to 3 weeks.
- **Impetigo:** Cream or medication can be prescribed by your GP. Children will need to stay at home until the patches have dried up and crusted over. Exclusion period is a minimum of 48 hours after starting medication but dependent on the child's individual recovery.
- **Threadworms:** One dose of medication needs to be administered before the child can come into nursery. The course needs to be completed normally with one more dose as stated on medication. To prevent further spreading everyone in your household should be treated.
- **Ring worm:** Once treatment has begun children can return to nursery but must be able to complete the course. If children need to have medication whilst at nursery Scallywags Nursery is happy for parents/carers to come in to administer the medication as long as the child is otherwise well.
- **Croup:** Children's symptoms will normally be worse at night. Children can still come to nursery as long as they are otherwise well in themselves and there is no affect to their breathing.
- **COVID-19 Coronavirus:** may develop symptoms of a high temperature, above 37.8, a new continuous cough or a loss in taste or smell. Children will need to stay off of nursery until a negative result.

Policy reviewed and updated September 2023

Coronavirus (COVID-19)

To all service users of Scallywags Nursery Ltd.

Introduction

This policy applies to all employee's and parents, staff, and children, to protect all from contracting Coronavirus (COVID-19) and ensure that the prevention of the spread remains at a minimum risk.

This is to maintain the minimum level of staff needed to continue to provide early years education service and to meet the welfare and care needs of the children who attend the setting.

Nursery Closure

At any time that it is felt necessary to prevent the spread of COVID-19 and to ensure the Health and Safety welfare of all employee's, children, and parents, we will continually monitor the risk factor of keeping the setting open as a viable option, and may at any time, revert to a closed status, with no children permitted on site.

If we chose to remain partially open, we will inform you of priority groups e.g., school leavers, however we will not exclude, vulnerability, age, need of care, critical key worker status of parents, special educational needs (SEND) or Safeguarding concerns.

Cases of Covid-19

If a staff member or child tests positive for COVID-19, and reasonable adjustments cannot be made to ensure all children, staff, parents, and visitors remain safe (e.g., isolating in office or another room on own), then you will need to remain absent from the setting.

You will be able to return to the setting after the COVID-19 infectious period of 5 days.

Parents and staff be notified of any cases of COVID-19 on the premises as soon as they occur.

Monitoring

- Employees are always advised to practice hygiene and cleanliness procedures throughout the day.
- Employee's must wash their hands at regular intervals for a minimum of 20 seconds using soap and warm water.
- Employees are advised to cough or sneeze into their elbow when a tissue or other vessel cannot be reached in time and are then to always wash their hands afterwards.
- Children will be encouraged to use a tissue when coughing and sneezing however this cannot be guaranteed in all children, especially the younger children.
- We will continue to keep room groups wherever possible to monitor and control infectious groups.
- It is vital that not only we will adhere to best practice hygiene policies throughout the day, but that we continue to support children's wellbeing during these times. If a child needs comfort, our staff will comfort them and will do their absolute best to make sure that all their social, emotional and wellbeing is met whilst in attendance at Scallywags Nursery.
- Throughout the day, all employees must clean and sanitise surfaces and toys, where possible. All fabrics and soft toys must be washed frequently, at least once a week.

- Windows and doors will be open for ventilation, where safe, throughout the day.
- When possible, we will encourage the children to be outside and go for walks, to have access to fresh air, limiting transmission and easily allowing more distance between children and staff.
- Children will be actively encouraged to wash their hands throughout the day. We will use water and hand soap for this with a minimum wash time of 20 seconds per child, demonstrating good modelling behaviours for the children to see best practice when doing this.
- Staff must inform us immediately if they feel unwell.
- Should you or a member of your household test positive, you have a duty of care to inform the setting at your first available opportunity and without unreasonable delay, this is due to vulnerable children and staff members who may attend our setting.
- At mealtimes, staff will be encouraged to wear an apron which is washed after each use. Staff will also need to wash their hands thoroughly and carry out appropriate hygiene practices.
- All employees will have a designated area to hang belongings, along with a lockable area for high value goods such as purses, phones etc. We would ask staff to ensure they are not bringing unnecessary items to work.
- Both the kitchen and toileting/nappy changing areas will be regularly cleaned and sanitised during the day by all employees.
- Staff will have access to hand sanitiser to use throughout the day along with regular hand washing.
- A full setting clean will be undertaken every night before closing and will be signed off the due diligence.
- If a member of staff has helped an unwell child the guidance states that they should wash their hands for 20 seconds afterwards and clean the area, they are not required to go home unless they have tested positive themselves.
- Guidance from the Early years Alliance has confirmed that cleaning the area and surfaces with household disinfectant after someone has left will reduce the risk of infection being passed on to other people. The nursery will not be needed to close, unless necessary.

Parents & Carers

- We ask that parents and carers stay outside the premises, a member of staff will meet you at the garden entrance and bring your child into the setting and this will apply at the end of the day also.
- Please ensure that your child has adequate clothing as we will be spending most of the time outdoors, this may include trips to the natural open spaces.
- Please do not give Calpol to your child to mask a temperature before coming into the setting.
- Please ensure that all emergency contact numbers are up to date, if an emergency contact is high risk or shielding, please provide us with an alternative emergency contact number.
- All children will be brought outside to their parents and will be ready to go immediately, please ensure that you are aware of the child's allocated entrance. Once your child has been collected, we will hand over all information about their day.
- If you are required to sign an accident/incident form from an occurrence that may have happened that day, this can be done through your parent admin account (nursery in a box).

New admissions

- Visitors have access to hand sanitiser on entry if needed.
- We will be providing visits and show arounds for prospective parents for around half an hour in either the morning or afternoon. These will not be carried out a care routine times such as mealtimes.

- During an outbreak of COVID-19, we will also suggest various options to prospective parents such as virtual tours, or tours on Saturdays or evenings after the children have left the rooms.
- Visitors are asked before entry whether there are any allergies/medical needs or current illness we should be aware of (in case they are high risk).

This policy and contract may be changed and updated due to government guidelines at any time.

Policy updated January 2024

Scallywags Nursery Chelmsford

HIV / AIDS POLICY

Every child has equal rights and equal opportunities it is important to remember this when dealing with a child with HIV/AIDS or Hepatitis.

The child should not be made to feel different in any way.

- All health and safety policies must be put into force.
- The HIV virus is spread through bodily fluids. Hygiene precautions for dealing with bodily fluids are the same for all adults and children.
- Always wear gloves and apron when changing nappies or assisting with toileting, vomit, or blood
- Always wear gloves, apron when dealing with cuts or scratches.
- Make sure that all nappies are disposed with in a nappy sack in a nappy bin.
- Make sure antibacterial spray is used on changing mats, potties, and toilet seats after use.
- All staff must be made aware of the child's condition.
- Confidentiality must be kept at all times.
- The child should have a separate changing mat, kept separate from the other children.

Infection Control

- Spillages on carpets to be washed immediately with hot soapy water and disinfected.
- Changing mats to be cleaned with anti-bacterial spray after use, hands of staff and children must be washed.
- All children and staff must be clear for 48 hours from symptoms such as sickness and diarrhoea.
- Any children or staff must stay out of the nursery for 48 hours when antibiotics have been prescribed.
- Anyone with conjunctivitis must stay away until it is clear from weeping eyes.
- Toys are to be anti-bacted after use.
- Rooms to be kept clean and tidy.

Policy reviewed and updated September 2023

HEAD LICE POLICY

- If your child is found to have head lice whilst at the setting you will be contacted and asked to collect your child. This is to prevent the entire nursery becoming infected.
- If you notice at home that your child has head lice, please inform the nursery so information can be passed on to other parents who can check their children for symptoms
- Once your child has been treated, they may return to nursery at this time you may still find white empty shells in their hair but no living lice.

Policy reviewed and updated September 2023

HEALTH AND HYGIENE / CLEANING REGIME AND WASTE DISPOSAL ARRANGEMENTS

- Staff are expected to maintain a clean and tidy appearance at work. Uniform is provided and hair is to be tied back.
- Staff should be careful when lifting heavy items, always gaining assistance (see staff handbook re: manual handling)
- Scallywags procedure is “clean as you go”.
- Gloves can be worn when dealing with bodily fluids
- Rooms are swept, hovered, or mopped after every session
- All gates must be locked. Children must always be supervised by staff when windows are at a lower level and to be closed during any movement between rooms.
- All cupboards are locked and that fire exits are not obstructed.
- All toys are anti-bacted after use and steam cleaned weekly
- Tables and other furniture are cleaned after use. Table are covered for messy play
- Children’s bedding is washed after last day of weekly session and never shared with another child.
- Babies’ dummies are sterilised before use, never shared, and stored in a sterile container.
- The children’s sheets are changed weekly unless soiled or dirty and never shared.
- No child to use same bedding as another child. This includes sheets, sleeping bags or blankets.
- Highchairs must also be kept clean and hygienic and stored immediately after use.

Policy reviewed and updated September 2023

NAPPY SUPPLY POLICY

Parents must supply nappies for their children whilst at nursery. Unfortunately, we have had a problem with some parents / carers not regularly replenishing supplies. This means that children had to borrow nappies from others which we acknowledge is unfair on the more responsible adults, whom are bringing in regular supplies.

Scallywags have purchased a supply of spare nappies (these may not be of ideal size or brand for each child) should a child not have any more nappies then a spare will be used. Parents will then be charged 50 pence per nappy for each one of these.

Should parents fail to provide nappies on the child's next visit and settle the full amount owed for borrowed nappies then the child will not be admitted into nursery.

We recommend that you provide 5 nappies per day of attendance – we are happy to take in bulk packs but please remember to replenish these in a timely manner.

Procedure for Nappy Changing / Potties:

We see toilet training as a self-care skill that children have the opportunity to learn with full support and non-judgemental concern of adults

- Changing Mat is sprayed with antibacterial spray and dried well before and after each use.
- For practitioner to wash hands before and after nappy change
- Gloves and aprons to be worn times when needed during nappy changing
- **Never** leave a child unattended on the changing mat. A child is never to be left in toilet alone only once child starts pre-school room should they be in the toilet independently.
- Nappies are disposed into nappy sack and into nappy bin
- Potties must be emptied immediately into a toilet, washed with soapy water and sprayed with antibacterial spray and dried thoroughly.
- Ensure children's hands are washed.
- Girls to be wiped from front to back to prevent infection
- Sanitary products are available
- Any soiled clothes are put into a nappy sack, labelled with child's name and hung on their peg.
- Each child has a basket with their nappies and cream
- Changing areas are kept clean, warm, and safe having a designated area to lay young children in order to change nappies or underwear if needed
- Children are encouraged to wash their hands and have soap and towels available to them

- Older children are encouraged to be independent when accessing the toilet
- If young children are left in wet or soiled nappies in Scallywags, this may constitute as neglect and will be a disciplinary matter. We have a duty to care towards children's personal needs.

Policy reviewed and updated September 2023

Scallywags Nursery Chelmsford

MANUAL HANDLING

- Manual Handling means lifting, lowering, pushing, pulling, carrying, moving, holding, or restraining any object, animal, or person.
- All staff are trained in Manual Handling as part of their induction process on Noodlenow.
- To comply with Occupational Health and Safety Act 1991, which requires the
- Staff are encouraged to not take unnecessary risks when handling large/heavy objects. When lifting a child or object weighing more than 15 kilos, staff are required to seek assistance.
- It is the responsibility of all staff to follow the procedures below and to assist by identifying manual handling hazards and risks.
- Regular checks to monitor use of manual handling. Any difficulties noted will then be dealt with immediately.
- Identifying risks – discuss issues with staff and check past incidents/accidents records.
- Assess risks – how much strain, pressure, stress, weight, force, grip, skill and duration is required for each activity.
- A risk assessment will be undertaken for any expectant student or staff member within the setting during their pregnancy.
- Control risks – when designing tasks in order to minimise injury, look at changing the way jobs are done, change the layout of the workplace, and change the equipment.
- IF IN DOUBT, DO NOT LIFT!
- Staff must never twist while lifting.
- When staff lift a child or object they should not stretch over and lift, but lean close and raise as close as possible to their body.

When lifting staff must: -

- Place their feet apart in a striding position
- Keep their breastbone elevated
- Bend their knees
- Brace their stomach muscles
- Hold the child or object close to their body
- Move their feet not their spine, to stand up
- Prepare to move in a forwards direction.
- Staff should transfer heavy items to smaller containers to reduce weight.

Staff should: -

- Kneel where possible
- Avoid sitting on child sized chairs where possible
- Refrain from carrying children on their hip

Policy reviewed and updated September 2023

Scallywags Nursery Chelmsford

NO SMOKING AND E-CIGARETTE POLICY

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a non-smoking environment inside and outdoor. This also applies to vaping and e-cigarettes.

- No smoking signs are displayed
- All staff, parents and volunteers are made aware of our non-smoking policy.
- Smoking is not permitted anywhere in the setting this includes both front and back garden and surrounding areas

Policy reviewed and updated September 2023

FOOD & DRINK POLICY

Sallywags regards mealtimes as a very important part of the day. Eating represents a social time for children and helps them to learn about healthy eating. We aim to provide nutritious food, which meets the children's individual dietary needs

- We provide a healthy balanced diet of which menus are displayed for parents to see. As well as providing a healthy option for the children it is important that the children enjoy their food and mealtime is a pleasant experience for them. All of our food is delivered by Zebedees catering company.
- A Day sheets is provided on care diary within Tapestry, so parents are aware of what their child has eaten.
- Children are encouraged to eat but never force fed.
- Eating plans can be discussed with parents / staff and put into action, should there be concerns over child's diet.
- Dietary needs and allergies are discussed with parents at the time of registration, and we ask our parents to ensure these records are kept up to date.
- We display current information about children's dietary needs and allergies in the kitchen and rooms that serve food, so all staff and volunteers are thoroughly informed
- We have a qualified cook who holds a food hygiene certificate
- Allergies, cultural and religious practices and parent's preference as well as general dislikes are catered for, and alternative menus can be given.
- We provide food from different culture backgrounds introducing them to new foods as well as familiar ones
- We provide a vegetarian option for children who require it.
- We organise meal times so they are a social occasion and so they can develop independence through feeding themselves
- We provide children with utensils which are appropriate for the child's stage of development and their cultural needs
- We consult with parents over weaning of their following their wishes
- A nutritious menu including fresh fruit and vegetables are provided daily
- We are a nut free nursery
- Water is available in the room for children in open cups or in juice bottles. We also stop for drink breaks as some children do forget to have a drink when they are playing.
- Children have their own place mat which identifies any food allergies or tolerances.
- Baby food is prepared on site and is served in line with children's age and stage of development. Food is heated to 75 degrees Celsius to ensure it is safe to eat

- Hot food from Zebedee's is probed to ensure it is above 63 degrees Celsius. If any food is below this Zebedees are contacted and instruction is taken from them to ensure the food is safe. When instructed food will be warmed to 75 degrees Celsius for a period of 30 seconds before serving.

Policy reviewed and updated January 2023

FOOD ALLERGY POLICY

Food allergies are becoming more common among infants and young children. Allergic reactions can range from mild skin rashes to severe, life-threatening reactions with breathing difficulties. It is important to reduce the likelihood that these reactions will take place while the child is at Scallywags.

Procedure and Practices, including responsible person(s):

When children with food allergies attend the childcare setting:

A member of the management team will provide the family with the Food Allergy Action Plan to be filled out by the child's parent / carer. This action plan must be filled out and a copy passed to the kitchen, the child's keyworker / team and a copy kept on file. This must be completed at the induction process before the child begins the nursery.

- Based on the child's Food Allergy Action Plan, caregivers will receive training and put into practice:
- Preventing exposure to specific food(s) that trigger allergy
- Recognize symptoms of allergic reaction
- Treating allergic reaction
- Parents and staff shall arrange for setting to have appropriate medication (if necessary) on site, proper storage of medication, equipment, and training to use while in childcare.
- Individual child's food allergies will be posted prominently in rooms, kitchen and written on kitchen register
- Every child has a placemat outlining what they can or cannot eat and these are used at all mealtimes

All staff are responsible in promptly taking proper steps outlined in the Action Plan if a reaction occurs within the setting.

Management / Senior staff will contact the emergency services if required

Management / Senior staff will notify parents of any allergic reaction or possible contact with food that may cause an allergic reaction.

Action Plan and medication will be taken on field trips, including playground or walks, by senior room members

The management team are responsible for sharing Food Allergy Action Plan with caregivers and provide training (if necessary).

Family group staff members and parents are responsible for communicating with each other during the child's induction on how best to care for their child and any changes that may occur.

Policy reviewed and updated September 2023

FOOD HYGIENE

- All food is brought from a reputable supplier and checked on delivery
- The cook as well as many staff hold a food hygiene certificate
- Freezer is checked at beginning and end of day with thermometer temperature should be between 0 and -18 degrees
- Fridge is checked at beginning and end of day with thermometer temperature should be between 0 and 5 degrees
- A food probe is used to check that food cooked on site to the correct temperature which is above 75 degrees. Hot food delivered by Zebedee's needs to be 63 degrees or above.
- Sell by dates are checked on all food.
- Environmental health inspect kitchen at regular intervals unannounced
- Environmental health folder is completed daily logging – food consumed, temperatures, cleaning etc
- Food is kept at the correct temperature and is checked to ensure it is in date
- Food preparation areas are cleaned before after use
- There are separate facilities for handwashing and washing up
- All surfaces are cleaned and non-porous
- All utensils and crockery are cleaned and stored appropriately
- All food is stored in the correct manner according to recommendations. It is kept in a clean dry and pest free environment.
- Pest control measures are in place
- Waste food is disposed of daily
- When children partake in cooking, they are supervised at all times and follow simple hygiene rules. They are not permitted in the main kitchen and are kept away from hot surfaces, hot water and do not have unsupervised access to electrical equipment.
- Kitchen staff and additional staff have completed food hygiene course and all staff complete Food Hygiene course as part of their induction on noodlenow.

ORAL HEALTH

The setting provides care for children and promotes health through promoting oral health and hygiene, encouraging healthy eating, healthy snacks, and tooth brushing.

- Fresh drinking water is available at all times and easily accessible.
- Sugary drinks are not served.
- In partnership with parents, babies are introduced to a suitable drinking cup at 6 months and from 12 months are discouraged from using a bottle.
- Only water and milk are served
- Children are offered healthy nutritious snacks with no added sugar.
- Parents are advised to stop using dummies once their child is 12 months old.
- Dummies that are damaged are disposed of and parents are told that this has happened

Further guidance

Infant & Toddler Forum: Ten Steps for Healthy Toddlers www.infantandtoddlerforum.org/toddlers-to-preschool/healthy-eating/ten-steps-for-healthy-toddlers/

PACKED LUNCH POLICY

Sallywags Nursery Chelmsford provides three meals to the children. These are included as part of the daily fee for the nursery space. These meals consist of breakfast, lunch, tea. Evening snack is offered to children at 6pm.

All meals are prepared on site by our chef. All the menus are written in line with the child's food trust and the food standards for the under-fives. Careful consideration is taken to ensure the children are receiving the correct amounts of daily nutritional needs.

Funded children are asked to pay for their meals as part of a daily supplement.

Due to the amount of children that the nursery now has with food allergies, it is vital that we are able to monitor the contents/ingredients of all food, therefore we do not permit any food to be brought into the setting including packed lunches.

PREPARATION OF FORMULA MILK

Formula Bottles are made up daily, using a steriliser and are made to each individual manufacturer's guidelines. A bottle warmer will be used to warm bottles and milk be probed using a food thermometer to check the temperature. Milk will be warmed to 37°C. Any unused milk will be disposed of within time limits according to manufacturer's instructions. Readymade milk will be used, and one opened this will be stored in the fridge clearly labelled with date and time of opening and use by information. If any milk is bought in from home this will have to be signed into the nursery and information will be recorded as to when the milk expires and how much is being bought in.

PREPARATION OF BREAST MILK

Breast milk will be stored in the fridge within the kitchen in sealed bags clearly labelled with the child's name and the date that the milk was bought in. Milk will be transferred into sterilised bottles and warmed in a bottle warmer. Milk will be warmed to 37°C. Any unused milk will be sent home on the same day. Parents will be required to sign in breast milk and detail the amount of milk in each container, the date and time milk was expressed and the time that the milk can be used until.

When preparing milk the following steps will be followed:

1. Wash hands for 20 seconds using soap and warm water
2. Disinfectant a clean area within the kitchen ready to prepare the bottles (ensure guidelines are followed for how long the disinfectant needs to be on the surface before wiping over with a clean paper towel or blue cloth)
3. Add 4 ounces of cold water to the steriliser.
4. Add all parts of the bottle to the steriliser ensuring they are all separated (teats are removed from the screw ring)
5. Close steriliser lid and slide latch to ensure it is sealed
6. Microwave on high for 4 minutes
7. Complete steriliser record outlining the bottles that have been sterilised, the time of sterilisation and how long the bottle are sterile for, this will be signed by the practitioner who was responsible for sterilising the bottles. Bottles can only be used for 24 hours from time of sterilisation.
8. Allow steriliser to cool before opening
9. Use tweezers to connect bottle back together ensuring lid is placed over teat to stop bacteria from growing
10. Add required amount of ready-made formula or breast milk to the bottle
11. Warm in bottle warmer only if the milk is from the fridge e.g. breast milk (if a new bottle of readymade milk is used this may not need to be warmed). Ensure the temperature is set correctly on the bottle warmer and use the guide on the back of the bottle warmer for how long the milk needs to be warmed for
12. Record time milk was prepared and the time milk needs to be disposed of to ensure safety of the child (this need to be recorded on milk log)
13. Remain with child whilst feeding them ensuring their safety
14. Record amount of milk taken and dispose of any milk not drank once out of timeframe.

Policy reviewed and updated June 2023

SLEEP TIME POLICY

Sallywags Nursery operates a Safe Sleep Policy.

Sudden Infant Death Syndrome (SIDS) is the unexpected death of a seemingly healthy baby for whom no cause of death can be determined based on an autopsy, an investigation of the place where the baby died and a review of the baby's medical history. In the belief that proactive steps can be taken to lower the risk of SIDS in childcare settings and that parents and childcare professionals can work together to keep babies safer while they sleep.

Children will not be admitted to nursery whilst sleeping. Parents will be asked to wake their child before they are taken into nursery, this includes children sleeping in car seats. This is to ensure the child is well in themselves when entering nursery. Once settled in nursery the child will be soothed to sleep if needed.

- Foundation for the Study of Infant Deaths (FSIDS) recommends that babies are placed on their backs to sleep, but when babies can easily turn over from the back to stomach, they can be allowed to adopt whatever position they prefer when the baby turns onto his/her side or stomach.
- FSIDS recommends that using a dummy at the start of any sleep period reduces the risk of cot death. If a dummy forms part of your child's sleep routine, it will always be used at sleep times. FSID recommends that the dummy should be stopped when the baby is between 6 and 12 months old. (The key person will work with parents to phase out dummies sensitively, considering children's emotional needs.)
- Visual supervision is always required. At least every 10 minutes the key person will visually check on the child; looking for the rise and fall of the chest and if the sleep position has changed. We will be especially alert to monitoring a sleeping baby during the first weeks the baby is in our care. This will then need to be initiated by practitioner.
- Steps will be taken to keep babies from becoming too warm or over heating by regulating the room temperature, avoiding excess bedding and not overdressing or over-wrapping the baby; room temperature will be kept between 16-20 degrees.
- All babies must sleep in a cot or an approved bed/mattress. Babies may not sleep in a nesting ring, car seat, bouncy chair etc.
- Babies' heads will not be covered with blankets or bedding; babies cots will not be covered with bedding.
- Loose bedding, pillows, bumper pads etc, will not be used in cots.
- Awake babies will be given supervised "tummy time".
- Toys and stuffed animals will not be allowed in the child's cot.
- A safety approved cot with a firm fitting mattress and tight-fitting sheet will be used.
- No smoking is permitted on the premises and key persons who smoke will ensure that their clothes and breathe do not smell of smoke when caring for babies or any other children within the nursery.
- All parents of babies cared for in this nursery will receive a written copy of our safe sleep policy before admission.

We will use the ABCDE system throughout the nursery:

A – alone, always place your baby alone in their cot

B – back, always place your baby on their back

C – check, check on your baby's breathing every 10 minutes

D – don't let your baby get too hot, they should be covered with a light blanket from waist down

E – environment needs to be smoke free with fresh air and temperature between 16-20 degrees

- Children are to each be allocated a sleeping bag. Younger children have an allocated cot sheet.
- Children do not share beds, staff must ensure that children's sleeping bags, blankets or cot sheets are washed every week.

- Youngest babies placed in cots.
- All warm jumpers, outer layers and dribble bibs removed for sleep.
- All shoes removed for sleep.
- Any cases of head lice, sickness or contagious illness in a child must result in their bed being washed immediately.
- Children to be patted or comforted off to sleep as appropriate for their needs.
- No children to be left alone in rooms whilst asleep.
- All children's belongings and shoes stored appropriately whilst they sleep, not left lying around room.
- Children that do not sleep must be given a rest period followed by quiet activities.
- All children are to be given their comforter should they have one in accordance with parental / Carer wishes. At no point must staff decide to try and wean a child from their comforter without full consultation with the nursery manager and the child's parent / carer.

Policy reviewed and updated March 2023

FIRST AID

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. We aim to have all of our staff trained in first aid enabling everyone on the premises to take action when necessary.

Our first aid kits comply with the St Johns Ambulance and contain the following items:

- One first aid general advice leaflet
 - Hypo-allergenic plasters
 - 4 x eye pads
 - 4 x Triangular bandages
 - 6 x medium unmedicated dressings
 - 2 x medium unmedicated dressings
 - moist alcohol-free wipes
 - 4 packs of disposable gloves
 - Thermometer
 - Face Shield
 - 5 Low adherent dressings
 - 2 x Medium dressings
 - 2 x Foil blankets
 - 1 pack of safety pins
 - 1 x finger bandage
 - Scissors
 - Roll of tape
 - 4 x Eye wash
 - Tweezers
- All staff are trained in first aid and hold a current first aid certificate.
 - There are first aid boxes located outside the rooms.
 - The Operations Manager is responsible for replenishing the first aid boxes. If you use something from the first aid box, you **MUST** inform the Management team.
 - **All** accidents are to be recorded in the accident book, giving relevant details signed by yourself and a witness and then signed by the parents. Accidents written in the book are then uploaded to Nursery in a Box for parents to sign.

- Existing injuries form and body map completed for any marking or injury a child has that did not occur on the premises. These are then to be given to the Manager to record, monitor or take further action if needed.
- Any child with an increased temperature must have it checked and recorded on a temperature record log. If you notice that a child is not their usual self, feels hot or is acting or looking under the weather take their temperature using the thermometers supplied throughout the building, write down the temperature on the log sheet – if raised above 37.8 you must take action. Inform the manager / deputy manager immediately try to manually reduce it with measures such as stripping off outer layers, applying a cold compress to child's forehead, giving fluids etc. Retake the temperature every 10 – 15 minutes and record, if temperature has dropped then still record on sheet and continue to monitor and record throughout the day. If temperature has stayed the same or increased immediately contact the manager / deputy manager / supervisor who will administer calpol or take alternative actions should they deem this necessary? If a child's temperature is reading above 38.5 the likely cause of action will be to administer Calpol immediately. Children's average temperature is 36.6 - 37.2.
- All staff must be aware of all the children's allergies / medical conditions. Forms are displayed on doors and in kitchen with regard to which children have allergies / medical conditions.
- Outbreaks will be reported to Public Health if necessary.
- Contagious illness will be recorded with relevant details in event of any medically diagnosed contagious illness. This book is located in the office alongside the first aid box.
- Gloves must be worn at all times when dealing with bodily fluids.
- It is the responsibility of all the staff to ensure that the standards of hygiene throughout the nursery are kept to optimum levels, this includes the kitchen, bathroom, staff room and outside areas.

Accidents

These must be clearly logged on the accident sheets provided on Nursery in a Box, giving precise details of time, date and what happened, naming any equipment involved and treatment and or action taken. This should be signed by the person who witnessed the accident and an additional staff member who was present. The parent should counter sign on collection of their child.

- If a child arrives at the nursery and has had an accident, please record this on an existing injury sheet, detailing what the explanation for the accident was and the details of any marks or treatment that followed. Likewise, should you notice a mark on a child during the course on their day and you believe that the child has not received the injury at nursery you must also record this on an existing injuries form and ask the parent of what has been seen, how the child has hurt themselves and record the reasons.
- Head injuries must be closely monitored with a sticker placed on the child's back, so all staff are made aware and head injury advice leaflet handed out to parents. All head injuries must be reported to management so parents/ carers can be informed if needed.

All accidents must be reported at once to the nursery manager / deputy / supervisor. It will then be decided if the accident has to be reported.

- Staff accidents also to be logged in the accident book and reported to manager



What extra precautions must we take when a child bangs their head?

As with all accidents and incidents in the setting head bumps (no matter how minor they may seem) must be recorded on an accident sheet, parents will then be notified via Parent Admin and an advice leaflet to be given out to parents. ALL accidents, incidents and signs of illness must be reported to the setting manager immediately.

The information that must be detailed is: Date, Time, Who, where, when, How, any marks or visible injuries, any treatment administered, staff member who dealt with the incident, witness if appropriate and then the form must be signed at the end of the day by the person collecting the child from nursery.

Additional measures:

Head bump sticker – A sticker must be placed on the back of the child (high in centre of back)

This is so that there is an obvious visual sign to every adult on the premises that this child must be monitored. These are handwritten labels alongside the bumped head sticker, do not allow other children to remove them – explain that they are important. Child must be closely monitored by all staff – if the child's behaviour or health change in any way this may be a sign of an internal injury and you must immediately call a first aider!

I bumped my head on 1 st July 2019 @8.46am Please monitor me Small bump above left eye

As a **head injury aware nursery**, we will complete a head injury information leaflet and give these to the parents or carers stating what they should do if they are worried about their child as a result of a bumped head.

Policy reviewed and updated September 2023

HEALTH & SAFETY – RISK ASSESSMENTS

Sallywags believed that the health and safety of children is of utmost importance. We ensure our setting is a safe and healthy place for children, staff, parents and volunteers by assessing and minimising the hazards and risks to enable children to thrive in a healthy and safe environment

It is the responsibility of each employee to carry out risk assessments when opening the premises, entering into a new room or area (garden) and to check toys, equipment, and areas prior to use. All concerns or breaches must be reported immediately to the management. All risk assessments must be recorded in real time and accurately

Our risk assessment process covers adults and children and includes:

- Checking for and noting hazards and risks indoor and outdoor
- Assessing the level of risk and who might be affected
- Deciding which areas need attention
- Developing an action plan that specifies the action required and bringing this to the attention of the management team
- Risk assessments are carried out before every session, before entering the outdoor area and throughout the day

Risk Assessment for the Garden

- Before taking children out into the garden a risk assessment must be carried out. The pre-printed risk assessment sheets are displayed by the garden in each room. These stipulate obvious areas where risk / hazard may lie. Staff member is to check garden thoroughly for any potential dangers. This must be done on each occasion the garden is used, regardless how many times it has been done that day.
- Staff member carrying out the risk assessment will accept responsibility and accountability for the safety of the garden area.
- Wipe down sides / wash toys and antibac daily, ensuring high risk or volume areas are wiped or sprayed down throughout the day.
- For practitioners to understand the benefits of some risks within their environments but to also assess and understand the capabilities of the children that you are caring for
- Once children are playing in the garden make-sure there is a member of staff either end of the garden supervising.
- Staff are to fully supervise and interact with children at all times
- Ensure all children are dressed suitably for outdoor play – coat and hats in winter, sun hat and sun cream in the summer

- Staffs are urged to read all aspects of the garden risk assessment, any failure to carry out these duties may result in your summary dismissal.
- The health and safety of the children in our care and other staff members will always be of paramount importance. Any breaches of health and safety will be dealt with severely under the company disciplinary procedure.

Policy reviewed and updated September 2023

Scallywags Nursery Chelmsford

HEALTH & SAFETY GENERAL STANDARDS POLICY

The Company is committed to ensuring the health, safety and welfare of its employees, and it will, so far as is reasonably practicable, establish procedures and systems necessary to implement this commitment and to comply with its statutory obligations on health and safety. It is the responsibility of each employee to familiarise themselves and comply with the Company's procedures and systems on health and safety.

While the Company will take all reasonable steps to ensure the health and safety of its employees, health and safety at work is also the responsibility of the employees themselves. It is the duty of each employee to take reasonable care of their own and other people's health, safety and welfare and to report any situation which may pose a serious or imminent threat to the well being of themselves or of any other person. If an employee is unsure how to perform a certain task or feels it would be dangerous to perform a specific job or use specific equipment, then it is the employee's duty to report this as soon as possible to their line manager, their health and safety representative or the safety officer. Alternatively, an employee may, if they prefer, invoke the Company's formal grievance procedure or they may make a complaint under the Company's provisions on Disclosures in the Public Interest.

- All staff have completed training in Health and Safety. This is carried out as part of their induction training.
- Our induction training for staff and volunteers explains health and safety issues, they are also required to complete an online training course so that they are able to adhere to our policies and procedures and they understand their shared responsibilities for Health and Safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Staff are asked to read policies on our induction sessions and sign to say that they have understood and will adhere to them.
- Health and Safety issues are explained to parents formally within our literature where they sign to say they have read the policies and procedures and informally at settling in visits.
- We operate a no-smoking policy
- Children are made aware of Health and Safety issues through discussions, play, planned activities and routines
- All staff need to take responsibility for their own Health and Safety and that of other staff members, children and any other persons present at the setting
- Disciplinary action under the Company's disciplinary procedure may be taken against any employee who violates health and safety rules and procedures or who fails to perform their duties under health and safety legislation. Depending on the seriousness of the offence, it may amount to potential gross misconduct rendering the employee liable to summary dismissal.
- We keep all cleaning chemicals in their original containers and in a locked cupboard.

- Medication is kept out of reach of the children. Any staff medication is to be kept in their locked personal locker or in our locked medicine cupboard.
- Windows are kite marked and all mirrors are safety mirrors
- Windows above ground level are secured so children cannot climb out.
- Windows at lower level are locked when the room is not in use so intruders cannot enter
- Fire doors are fitted throughout the nursery
- The front door is closed and locked after every entry or exit
- Adults are provided with guidance about safe storage, lifting and movement
- Adults are provided with the right equipment when they need to reach up to store equipment or change a light bulb.
- All warning signs are clear and with appropriate language
- Adults do not remain on the premises on their own
- The sickness of staff and their involvement in accidents is recorded and kept on file

Policy reviewed and updated September 2023

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Policy reviewed and updated September 2023

Sallywags Nursery Chelmsford

CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH (COSHH)

Safety Rules to chemical use

- Look at the substance before use – read the safety guidelines on the bottle or the safety data sheet supplied with the substance. If hazardous they will have a label that has one or more hazardous symbols e.g.



- Think about how the substance could be harmful e.g. breathing in fumes, contact with skin, contact with eyes, skin puncture, swallowing

Exposure by breathing in:

Once breathed in, some substances can attack the nose, throat or lungs while others get into the body through the lungs and harm other parts of the body, e.g. the liver.

Exposure by skin contact:

Some substances damage skin, while others pass through it and damage other parts of the body.

Skin gets contaminated:

- by direct contact with the substance, e.g. if you touch it or dip your hands in it;
- by splashing;
- by substances landing on the skin, e.g. airborne dust;
- by contact with contaminated surfaces – this includes contact with contamination inside protective gloves.

Exposure by swallowing:

People transfer chemicals from their hands to their mouths by eating, smoking etc without washing first.

Exposure to the eyes:

Some vapours, gases and dusts are irritating to eyes. Caustic fluid splashes can

damage eyesight permanently.

Exposure by skin puncture:

Risks from skin puncture such as butchery or needlestick injuries are rare, but can involve infections or very harmful substances, e.g. drugs.

- **Hazard checklist**

- Does any product you use have a danger label?
- Does your process produce gas, fume, dust, mist or vapour?
- Is the substance harmful to breathe in?
- Can the substance harm your skin?
- Is it likely that harm could arise because of the way you use or produce it?
- What are you going to do about it?
 - Use something else?
 - Use it in another, safer way?
 - Control it to stop harm being caused?

Control Measure

Substance	Control Equipment	Way of Working	Managing
Chemical cleaning fluid	<ul style="list-style-type: none">-Protective Clothing-Only make up in utility room away from children- Ensure room is well ventilated-Follow instructions on the product-NEVER mix substances- NEVER decant substances to a different container	<ul style="list-style-type: none">- Avoid skin contact- Open window to increase air flow- Wear gloves and apron	<ul style="list-style-type: none">- Check controls are used-Safe disposal-Train staff- Health declaration of staff

CHEMICAL BURNS

Chemical burns can be very damaging and require immediate medical attention at an A&E department.

If possible, find out what chemical caused the burn and tell the healthcare professionals at A&E.

If you are helping someone else, wear appropriate protective clothing, then:

- remove any clothing that has the chemical on it from the person who has been burnt
- if the chemical is dry, brush it off their skin
- use cool running water to remove any traces of the chemical from the burnt area for 20 minutes

Flushing your eye

If chemicals are involved in the eye injury, flush your eye thoroughly using clean water or sterile fluid for at least 10 to 20 minutes. Use a lot of water to wash your eye, and gently hold your eyelids open throughout the rinsing process.

To flush your eye, you should:

- stand over a sink, cup your hands and put your face into the running water ensure the water is running away and not into your other eye
- hold a glass of water to your eye and tilt your head backwards (do this repeatedly)
- if you are near a shower, wash your eye out under the running water (this is particularly useful if your eye has been exposed to chemicals)
- if you are working outside, you can use a garden hose to rinse your eye, but make sure that it is not on a powerful flow setting

Do not remove anything that is embedded in your eye.

Cover the injured eye with a clean pad and go straight to your nearest accident and emergency (A&E) department at your local hospital.

Swallowed Poisonous Substance

Call 999. If you think someone has swallowed poison and they appear to be unconscious, try to wake them. **Do not try to make them sick.**

If you are waiting for medical help to arrive, lie the person on their side with a cushion behind their back and their upper leg pulled slightly forward, so they do not fall on their face or roll backwards. Wipe any vomit away from their mouth and keep their head pointing down to allow any vomit to escape without them breathing it in or swallowing it.

Do not give them anything to eat but dilute with frequent sips of milk

Poisonous fumes

If you think someone has inhaled poisonous fumes, assess the situation first and do not put yourself in danger. Call for help and, if it is safe to do so, remove the person from the contaminated area.

Before entering the area, take two or three deep breaths and hold your breath until you come out.

As soon as you are out of the affected area, call 999.

Check that the person's airway is open. To do this lift their chin with one hand and gently tilt the head back. Then check that they are still breathing by placing your cheek close to their mouth to feel their breath.

If they are not breathing, begin CPR if you know how to, cover them with a blanket and check them every 10 minutes to make sure they are still breathing until the ambulance arrives.

How to help medical staff: -

Medical staff will need to take a detailed history to effectively treat a person who has been poisoned. When the paramedics arrive or when you arrive at A&E, give them as much information as you can, including:

- What substances you think the person may have swallowed.
- When the substance was taken (how long ago).

- Why the substance was taken – whether it was an accident or deliberate.
- How it was taken (for example, swallowed).
- How much was taken (if you know).

Give details of any symptoms that the person has had, such as whether they have been sick. If they have been sick, collect a sample of their vomit as it may help medical staff to identify the poison.

Policy reviewed and updated September 2023

Sallywags Nursery Chelmsford

STAFFING AND EMPLOYMENT POLICY

We provide a rigorous recruitment procedure and a fully comprehensive induction for all staff, students, and volunteers to brief them about the setting, the children we care for, our policies and procedures, curriculum, and daily practice

- Interviews are conducted via Zoom and potential employees are asked to complete a day's trial
- DBS checks and references are obtained before employee starts their position
- Health checks completed prior to start date and are checked regularly for updates
- Minimum 6-month probationary period with meetings carried out at regular intervals during their probation period.
- Copy of policies and procedures, staff handbook are read and signed
- Staff induction pack completed before start date
- Shadowing work colleagues
- Regular supervisions are carried out every 6-8 weeks
- Staff meetings or training days are completed every 6 weeks and all members of staff are required to attend
- Regular training all to eventually complete first aid and child protection to appropriate levels.
- Disciplinary action discussed
- Confidentiality discussed
- Contract signed
- Sick pay / Holiday pay discussed
- Shifts / Rota patterns discussed
- In the event of sickness or absence the manager needs to be contacted by telephone the evening before if possible or well in advance of your shift commencing in order for us to arrange cover
- The nursery uses the Bradford scale to identify and monitor staff sickness and action is taken where necessary
- Ensure manager is aware of any changes in your circumstances
- Aware of grievance procedures
- We work towards offering equal opportunities by using non-discriminatory procedures for staff recruitment

- All staff have contracts which set out their roles
- Managers organise staff annual leave so that ratios are not compromised
- We follow the ofsted guidelines of adult to children ratio
 Children under two 1 adult – 3 children
 Children aged two years 1 adult – 4 children. The new ratio guidance introduced in Statutory guidance EYFS September 2023 of 1 adult – 5 children will not be used within everyday practise but may need to be implemented at times when deemed necessary.
 Children aged 3 to seven years 1 adult – 8 children
- A minimum of two staff are always present at the setting
- We allocate a key person and family group to each child before your child starts at nursery based on the sessions that families have chosen. The key person welcomes and looks after the child on their first session and throughout the settling in process.
- We hold regular staff meetings to undertake planning and to discuss children's progress
- We inform ofsted of any changes in suitable person

Policy reviewed and updated September 2023

STAFF SUPERVISION POLICY

Regular supervisions are carried out to support staff with their ongoing personal development and practise. Supervisions are carried out every 6-8 weeks. This time frame may be suspect to change upon individual staff circumstances or performance.

As part of each employee's supervision we will be aiming to work towards five main benefits and outcomes. These include:

- Improved wellbeing
- Improved work environment and culture
- The best outcomes for our children and families
- Supporting professional practise and reflection
- Promoting and managing pathways for continued professional development.

Please note performance improvement plan with clear expected actions may be implemented if your performance is not where it should be. If there are no improvements within the allocated time frame, your job may be at risk, and this may lead to dismissal from your position.

All supervisions will include a review of working practises over the past 6-8 weeks, a safeguarding review, a wellbeing review and a suitable persons declarations. Practitioner's supervisions will be carried out by the Management team along with the input of the practitioner's room supervisor. Management observations will be carried out by the Managing Director. Supervisions may be carried out over zoom if it is not possible to hold them within the nursery environment.

Policy reviewed and updated February 2023

TRAINING AND DEVELOPMENT

All staff are supported through supervisions every 6-8 weeks reviewing performance and development needs. Training courses will be offered from a range of sources and all staff members will be considered for all courses. Any staff member attending a course will be expected to feed back in the staff monthly meetings and assume responsibility to pass on any recommendations where appropriate.

- Our setting leaders hold a level 3, Level 5 or Level 6 in Early years childcare and Education.
- All our staff are qualified or are working towards their qualification
- All staff attend training delivered by Essex County Council are given a certificate of training after completing an evaluation/impact form.
- The setting provides online training provided through Noodlenow!
- The setting also provides regular in-house training cascaded down through managers.
- We have a dedicated training supervisor to identify staff training needs
- All staff to complete in First Aid and Child Protection/Safeguarding training
- We provide induction training within the first 2 weeks of employment which involves Health and Safety training, Safeguarding children and EYFS training
- We feedback training at staff meetings and hold in-house training
- During staff supervisions, practitioners continuous professional development is reviewed.
- We work towards offering equal opportunities by using non-discriminatory procedures for staff training
- As part of our Early Years contract with Essex County Council, the setting is permitted to close the nursery for 3 inset days per year to enhance and develop staff skills and knowledge.

Providing staff training has cost implications for the business (course costs/ man hours/ agency staff/ overtime to cover staff absence etc)– Should you leave the company within certain time frames after attending training certain cost percentages will need to be reimbursed to the company.

Within 1 year of training = 100% cost

Within 2 years of training = 50%

The costing will be deducted from your final salary when you leave the company

Policy reviewed and updated September 2023

STUDENTS & VOLUNTEER POLICY

As a full day care provider, the nursery offers placements to apprentices. When an apprentice starts with us, they are clearly instructed on all the policies and the procedures throughout the nursery. We are here to help these students and take a firm commitment to their training.

- We require all long-term students to have DBS checks (short term placements are not left unsupervised)
- Short term students are not included in the staff ratios or left in sole charge of a group of children.
- We require students to attend an interview before they commence their placement to check suitability
- Students will not have access to any of the confidential records.
- Trainee employees may be recruited if they are deemed competent, however, we insist they continue to complete their qualification
- Students are made aware of our policies and procedures and given a short induction
- Students are not permitted to open the door to carers
- Students must get parental consent to do observations of their child and no photos or names can be used.
- We take out employer's liability and public liability insurance
- We require students to abide by all our policies including confidentiality and equal opportunities policies
- We co-operate with students tutors to fulfil the requirements of their course
- Students are given additional in-house training to progress with their course
- We ensure that trainees and students placed with us are engaged in Early Years training, which provides the necessary background understanding of children's development and activities, this is through VTS – Vocational training services.

Policy reviewed and updated September 2023

STAFF RATIO POLICY

We follow the guidelines are taken from the Early Years Statutory Framework 2023

Staffing arrangements must meet the needs of all children and ensure their safety. Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met. Providers must inform parents and/or carers about staff deployment, and, when relevant and practical, aim to involve them in these decisions. Children must usually be within sight and hearing of staff and always within sight or hearing.

Only those aged 17 or over may be included in ratios (and staff under 17 should be supervised at all times). Students on long term placements and volunteers (aged 17 or over) and staff working as apprentices in early education (aged 16 or over) may be included in the ratios if the provider is satisfied that they are competent and responsible.

The ratio and qualification requirements below apply to the total number of staff available to work directly with children³⁴. Exceptionally, and where the quality of care and safety and security of children is maintained, changes to the ratios may be made.

The following Ratios are:

- Under two's 1 adult – 3 children
- Two-year olds 1 adult – 4 children. The Statutory framework for the early years foundation stage effective September 2023 increases this ratio to 1 adult – 5 children. Scallywags Nursery will only use the updated ratio at times deemed necessary.
- Three- to seven-year-olds 1 adult – 8 children

Policy reviewed and updated September 2023

ADMISSIONS POLICY

It is our aim to ensure our setting is accessible to children and families of the local community

- We ensure that the setting is widely advertised and places available are made available to Essex Early Years team.
- We ensure that information about our setting is available in written and spoken form and will endeavour to translate materials or provide in Braille if needed.
- Manager to arrange visit for parents to view nursery. The first part is carried out via zoom and then families are invited into our setting to meet our team and see our environment.
- Parents to be emailed brochure to read our policies and procedures
- Once a place has been agreed parents are to complete an online registration agreeing to our policies and procedures, this is through our online system Nursery in a Box
- Settling in days arranged and start date
- Registration form, outing form, photo form, medication form and receipt form completed through Nursery in a Box
- Information regarding government funding to be given to all parents regardless of child's age
- Security measures r.e. collection of child discussed e.g., photos and passwords
- Child protection, safeguarding children and Inclusion policies are discussed
- Staff ratio and family group systems are discussed
- Staff Qualifications and ongoing training is discussed
- Curriculum and the Early Years Foundation Stage is discussed
- We are flexible, when possible, about attendance patterns to accommodate the needs of individual families
- We work towards offering equal opportunities by using non-discriminatory procedures

Policy reviewed and updated September 2023

SETTLING IN PERIOD POLICY

An all about me page must be filled out during the first settling in visit by parents and child. Staff must discuss child's home routine, needs, comforters, medical information etc and record it all. Staffs make parents aware of the routine and activities during the day.

These are only guidelines, and the process can be agreed to suit the parents and child's needs with the manager/key person.

Jungle Cubs, Water Babies and Little Explorer's settling in process

First settling in session:

An all about me session is carried out over zoom video call. During the all about me call we explore your child's likes and interests to help them settle into nursery.

Second settling in session:

This settle will be held within our garden area with the practitioner's caring for your child and the other children within the room. The settle will be for 30 minutes and you stay with you child for this settle. This gives you time to get to know our practitioner's a little more and your child time to explore with the security of having you with them.

Third settling in session:

This settle will be a longer settle and will normally be 10am-2pm. The settle will start in our garden with the practitioners and children from your child's room. Once you child is ready you will leave your child, (normally within 30 minutes) to continue to explore and get to know their environment and have lunch and nap time with us.

Forest Friend's and Nature Club settling in process

First settling in session:

An all about me session is carried out over zoom video call. During the all about me call we explore your child's likes and interests to help them settle into nursery

Second settling in session:

This settle will normally be 10am-2pm. The settle will start in our garden areas with the practitioners and children from your child's room. Once you child is ready you will leave your child, (normally within 30 minutes) to continue to explore and get to know their environment and have lunch with us.

Deposits

When you accept a place with us we will ask you for a deposit and a registration fee of £25 (registration fee is not refundable). This will secure your child's place. Deposits will not be refunded if the place is not taken up at the agreed time. The deposit will be deducted from your last month's nursery fee when your child comes to leave us, providing that 4 weeks' notice has

been received. Failure to give us adequate written notice will result in you forfeiting your deposit plus any fees paid. Deposit payments are as follows:

1 day per week £150

2 days per week £200

3 days per week £300

4 days per week £400

5 days per week £500

Notice

We require 4 weeks' notice in writing, should you wish to vacate your child's place. This also includes changing or dropping a session. Failure to provide a minimum of 4 weeks written notice will mean that you will forfeit your deposit amount.

When your child qualifies for government funding and the funding agreement is signed you will be agreeing to use the full current terms funding at Scallywags. If you need to give notice on your child's place or the allocated sessions this will need to be with a terms notice.

Policy reviewed and updated September 2023

FEES / NON – PAYMENT POLICY

- Fees are due on the 1st of every month
- Any fees due not received by the 7th of the month will incur a daily £5.00 late payment charge and added to your invoice.
- Our fees are calculated on a 51-week year.
- Fees are paid a month in advance and are due the first of every month. Payment includes any allocated sessions from which your child may be absent.
- Days in lieu cannot be given.
- Settling in visits are not charged for
- Standing Order, Bacs payment, cash or vouchers can make regular payments.
- Failure to pay can result in exclusion from the nursery.
- If you are on holiday or absent on the 1st of the month fees must be paid in advance.
- If any time you encounter any difficulties, please speak to Kerry Lowe or Nicola McPherson Mason we are understanding and very approachable.

CLOSURE POLICY – BANK HOLIDAYS & TRAINING DAYS

Sallywags Nursery will be closed on all bank holidays. These days will be charged for. The nursery will close at Christmas for 5 working days on top of the bank holidays. These 5 days will not be charged for, this is why your fees are calculated over 51 weeks and not 52 weeks.

Sallywags Nursery may at times need to carry out staff training during the week. In line with our contract with Essex County council we are allowed to close for three working days across the academic year and ideally only once per term. If a training day does take place, you will be given one terms notice of the closure day. Any closure days for training will be charged for.

We are striving to have the most upskilled and knowledgeable team. Our team give up their weekends at least once every 6 weeks and complete training in the evenings after nursery hours.

Policy reviewed and updated September 2023

ANIMALS IN THE SETTING

Children learn about the natural world, animals, and other living creatures as part of the EYFS and COEL, we also have a nursery dog within the setting. This may also include contact with animals either in the setting or on visits.

- We carry out risk assessments for any hygiene or safety risks posed by the animals
- We provide suitable housing for the animal and ensure this is cleaned out regularly.
- We ensure correct food is offered at the right times
- We make arrangement for holiday care
- We have the animal registered with a vet and ensure all vaccinations are kept up to date
- Children are taught how to care for the animal and the correct handling with supervised access
- Children wash their hands after touching the animal
- Staff wear disposable gloves and aprons when cleaning out animal home
- Please be aware that the setting currently has a nursery dog. Parents are aware of this and provide consent on Nursery in a Box during their registration.

Policy reviewed and updated September 2023

OUTSIDE BUSINESS INTERESTS POLICY

Practitioners are expected to devote your whole time, skill, and attention during working hours to your work for the Company.

Staff are required to not engage in any other work outside working hours, paid or unpaid, without the prior permission of your manager. Permission will not be granted for staff to engage in any activity that the company believes to be direct or indirect competition with the Company's business (this includes babysitting) or which in the Company's view does or might impair staff's ability to perform their duties for the Company fully and efficiently.

Staff are required to not befriend or accept any social media requests from any parents on social networking sites such as Facebook/Twitter/Snapchat whilst they are employed at Scallywags Nursery.

Staff are required to ensure their personal social media sites have the correct privacy settings.

Policy reviewed and updated September 2023

MATERNITY POLICY

Sallywags nursery implements the maternity rights set out in legislation. The maternity rules are complex and so if you become pregnant you should clarify the relevant procedure with the managers Kerry / Nicola / Emma, to ensure they are followed correctly. It is also important that, as an expectant mother, you keep your manager/ deputy manager updated regarding your intentions in relation to antenatal care and work (i.e., both when leaving to begin your maternity leave and when planning to return to work). The company encourages open discussions between you and your manager/ deputy manager to ensure that questions and problems about maternity rights can be discussed and resolved as quickly as possible.

The following abbreviations are used within this document:

EWC= Expected Week of Childbirth – the week in which your baby is likely to be born.

SMP= Statutory Maternity Pay

QW= The Qualifying Week for SMP- the 15th Week before EWC

On becoming pregnant, you should notify your line manager as soon as you feel able to do so. In addition, you will need to provide a MATB1 certificate. Your doctor or midwife issues the MATB1 and it states when your baby is due. This is normally around 24 weeks. It must have both your doctor's name and address on it or, if issued by the midwife, her name and registration number.

However, it is a good idea to tell your employer earlier, because it will let them plan around your maternity leave and carry out their legal obligations to you. This is particularly important if there are any health and safety issues. You cannot take paid time off for antenatal appointments until you have told your employer you are pregnant

The basics of working while pregnant

Help with your maternity rights

Use the online tool to get personalised help

Maternity rights and responsibilities tool (opens new window)

Pregnant employees have four key rights:

- Paid time off for antenatal care
- Maternity leave
- Maternity pay benefits
- Protection against unfair treatment or dismissal

Employers also have certain obligations to ensure the health and safety of pregnant employees.

Time off for antenatal care

All pregnant employees, however long they have been in their jobs, are entitled to reasonable time off work for antenatal care. Any time off must be paid at your normal rate of pay.

The company may ask for evidence of antenatal appointments from the second appointment onwards. If asked you should show your employer a medical certificate showing you're pregnant

and an appointment card or some other written evidence of your appointment.

Antenatal care may include relaxation or parent craft classes as well as medical examinations if your doctor recommends these. If you can, try to avoid taking time off work when you can reasonably arrange classes or examinations outside working hours.

Fathers-to-be and time off for antenatal appointments

Fathers do not have a legal right to time off to accompany their partners to antenatal appointments as the right to paid time off only applies to pregnant employees. However, many companies recognise how important a time this is and let their employees either take paid time off or make up the time later.

Health and safety for pregnant employees

Some workplace hazards can affect pregnancy at a very early stage or even before conception, so employers must think of the health of women of childbearing age, not just wait until you tell your employer that you're pregnant.

Your employer, as part of their normal risk assessment, must consider if any work is likely to present a particular risk to women of child-bearing age. You should tell your employer that you are pregnant as early as possible so that they can identify if any further actions are needed.

Risk assessment

When you tell your manager/deputy manager that you are pregnant they will review and carry out a new risk assessment for your specific work and identify any changes that are necessary to protect you and your unborn baby's health. You may be involved in the process and continue to review the assessment as your pregnancy progresses to see if any adjustments are necessary.

These risks might be caused by:

- Lifting or carrying heavy loads
- Standing or sitting for long periods
- Exposure to toxic substances
- Long working hours

Scallywags will either remove the risk or remove you from being exposed to it (for example, by offering you suitable alternative work). If neither of these is possible, your employer should suspend you from work on full pay.

If you think you are at risk

If you think you are at risk, but the company doesn't agree, you should first talk to your health and safety representative or a trade union official. If the company still refuses to take action, you should talk to your doctor or call the Health and Safety Executive helpline on 0845 345 0055 (8.00 am to 6.00 pm Monday to Friday).

Pregnancy-related illness

If you are off work for a pregnancy-related illness during the four weeks before your baby is due, your maternity leave and Statutory Maternity Pay (from your employer) or Maternity Allowance (from Job Centre Plus) will start automatically, no matter what you had agreed with your employer.

Compulsory maternity leave

Even if you have decided not to take Statutory Maternity Leave, you must take two weeks off after your baby is born, or four weeks if you work in a factory. This is called compulsory maternity leave.

Entitlement to Statutory Maternity Leave

As an employee you have the right to 26 weeks of Ordinary Maternity Leave and 26 weeks of Additional Maternity Leave making one year in total. The combined 52 weeks is known as Statutory Maternity Leave.

To qualify for Statutory Maternity Leave you must be an employee. If you are an employee and you give your employer the correct notice, you can take Statutory Maternity Leave no matter:

How long you have been with your employer

How many hours you work

How much you are paid

You can start your Statutory Maternity Leave any time from 11 weeks before the beginning of the week when your baby's due.

Surrogate parents

If you and your husband, wife or partner are having a child through surrogacy you will not normally be eligible for Statutory Maternity or Adoption Leave. However, you will be eligible for unpaid parental leave once you have got a parental order.

Having a child through IVF (in vitro fertilisation)

It is unlawful sex discrimination for employers to treat a woman less favourably because she is undergoing IVF treatment or intends to become pregnant. You will be entitled to paid time off for antenatal care only after the fertilised embryo has been implanted.

Not qualifying for Statutory Maternity Leave

If you don't qualify for Statutory Maternity Leave speak to your employer. They may offer enhanced maternity rights that you are entitled to.

If you are a worker, your employer may allow you to take unpaid leave. Alternatively, you could consider taking paid holiday, unpaid leave, or parental leave. You may still be entitled to Statutory Maternity Pay.

If you lose your baby

You can still take your Statutory Maternity Leave if your child is stillborn after 24 weeks of pregnancy or born alive at any point of the pregnancy.

Additional maternity leave

If you are taking continuous maternity leave, this will start immediately after the end of your ordinary maternity leave and continues for a further 26 weeks. Your contract of employment

continues during the additional maternity leave but only some of the terms of the contract will continue. The terms and conditions, which apply during additional maternity leave, are:

- You will be entitled to benefit from the Company's implied obligation of trust and confidence.
- You are still bound by your implied obligation to the company's good faith.
- You are entitled to receive your contractual notice period if your employment is terminated.
- You must give the company the notice provided in your contract if you wish to terminate your employment.
- The terms and conditions in your contract of employment relating to disciplinary and grievance procedures will continue to apply.
- You are bound by the terms in your contract relating to disclosure of confidential information and participation in any other business.

During your additional maternity leave, entitlement to statutory annual leave under **The Working Time Regulations 1998** will continue to accrue, but all further contractual annual leave entitlement (including entitlement to paid bank holidays) will cease. Contractual annual leave accrual will recommence when you return to work after additional maternity leave.

Discrimination and pregnancy

It is unlawful sex discrimination for employers to treat women less favourably because of their pregnancy or because they take maternity leave. For example, this includes:

Trying to cut your hours without your permission

Suddenly giving you poor staff reports

Giving you unsuitable work

Making you redundant because of your pregnancy (you might still be made redundant for other reasons)

Treating days off sick due to pregnancy as a disciplinary issue

Your employer can't change your employment terms and conditions while you are pregnant without your agreement. If they do, they will be in breach of contract.

Policy reviewed and updated September 2023

MENTAL HEALTH & WELLBEING POLICY



At Scallywags Nursery we aim to establish, promote, and maintain mental health and wellbeing of all staff, children, and families through workplace practices, and encourage staff to take responsibility for their own mental health and wellbeing. At Scallywags, we aim to create a mentally healthy workplace and environment to promote a state of contentment which allows children and employees to flourish and achieve their full potential.

Fundamentally the aim of the policy is to ensure that the staff are fit and able to carry out their job description fully and effectively for the benefit of the setting and the children who attend. We also aim to support our children and families who attend our setting and provide external support if needed.

We aim to achieve this by:

- Building and maintaining a workplace environment and culture that supports mental health and wellbeing, preventing discrimination (including bullying and harassment)
- Increasing the employees knowledge and awareness of mental health and wellbeing issues and behaviour.
- Reducing the stigma around depression and anxiety in the workplace.
- Facilitating employee's active participation in a range of initiatives and activities that support mental health and wellbeing.
- Regular support and supervision sessions with staff members and allowing this to be led by the staff. For example, asking staff how they are feeling at work, what their struggles may be and where they feel support is needed.
- Highlighting and recognising work well done and efforts made. We can offer support and guidance to our colleagues to help them achieve.
- Offering advice from our Mental Health First Aiders (**Kerry Lowe & Abbie Swann**) for staff, children, and parents.
- Allowing our children to have a voice and make positive choices. It is really important to focus on positive reinforcement, praise and allowing children the space to make choices, be individual and feel valued. Celebrating individuality amongst our children and young people is paramount to supporting their wellbeing.

- Always being open for communication. With staff, children, and families. Eliminating the barriers to talk about feelings and struggles and discussing these in a supportive and non-judgemental way is really important to promote positive mental health.

Managers will work with employees to discuss various options and assist in signposting employees to initiatives and activities that will help and support mental health and wellbeing. We work extremely hard to create a positive and safe workplace culture and create a mentally healthy environment.

We will complete a wellbeing care plan with practitioners to assess their current support system and what else we can implement within the setting to support their wellbeing. We may also ask practitioners for their consent in contacting their support person 'buddy' if they display symptoms of low mental health at work (we will always ask for their permission first).

Positive mental health is the concern of the whole community, and we recognise that nurseries play a key part in this. At Scallywags, we want to develop the emotional wellbeing and resilience of all children and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the wellbeing of our children. Parents should share any concerns about the well-being of their child with the nursery, so appropriate support and interventions can be identified and implemented.

Where needed a referral to Southend, Essex and Thurrock Children and Adolescent Mental Health Service (SET CAMHS) will be made.

If you or someone that you care for is in immediate danger, you should contact the emergency services on **999**.

If you or someone that you care for is having an urgent mental health issue, you should:

- call your mental health support worker, if you have one - this may be your care co-ordinator or key worker
- call **NHS 111**: This NHS service is available 24 hours a day
- book an **emergency GP appointment** - they should be able to offer you an appointment in a crisis with the first available doctor
- call **Adult Social Care on 0345 603 7630** or **0345 606 1212** (outside of normal working hours)
- contact the local adult mental health team
- search for **EPUT** crisis support services or call **NELFT** (for young people) on **0300 555 1201**
- **NHS Choices** has a **mental health** helpline page with a list of organisations you can call for immediate assistance
- call **Samaritans** on **116 123** (24 hours, 365 days a year) - calls are free and confidential and will not appear on your phone bill
- text '**Shout**' to **85258** to speak to a trained volunteer via text (24 hours, 365 days a year) - texts are free and confidential

- download the **Stay Alive app** if you are having thoughts of suicide or if you are concerned about someone else - it has links to urgent, local, and online support as well as an area to set out your own safety and wellness plans



Policy reviewed and updated October 2023

EMERGENCY CLOSURE & ADVERSE WEATHER POLICY

In the event of unforeseen circumstances including adverse weather conditions and contagious infections and diseases, it may be necessary to close the nursery without prior notice.

There may be occasions when, due to unforeseen circumstances, Scallywags Nursery Chelmsford may be forced to close for a limited time.

Possible reasons for closure could be (not limited to):

- **Weather, e.g., snow, flooding** – resulting in staff not being able to get to work, access to site is not safe, or temperatures are prohibitively low to be outside all day
- **Outbreak of illness or contagious diseases** – leading to not enough staff to maintain ratios and to stop cross-contamination
- **Structural problem with surrounding building areas** – this may result in the nursery being unable to provide a safe and healthy environment for both children and staff
- **Gas leak or power cut** – leading to lack of heat or light to nursery

Should these conditions occur **before** the start of sessions you will receive an email notification of the nursery closure. This will also be displayed on our Facebook page '**Scallywags Nursery Chelmsford**' and on our website '**www.scallywags-chelmsford.co.uk**'.

If these conditions occur **during** a session, staff will contact parents/carers by telephone and request they come and collect their child within the hour or as soon as feasibly/safely possible. If parents cannot be reached, emergency contacts will be contacted. It is VITAL that correct contact numbers are kept up to date.

If the nursery closes due to these circumstances which are beyond our control, fees will still be due for the session. In all circumstances and subject to availability, parents/carers may be offered an alternative session as soon as possible. This will only be if there are available spaces on other days.

Policy reviewed and updated September 2023

ATTENDANCE POLICY

At Scallywags we believe good attendance is essential if children are to be settled and take full advantage of the learning and development opportunities available to them, which will equip them for their transition into school and later life. At a young age, continuity and consistency are important contributors to a child's well-being and progress.

Scallywags nursery has an unauthorised absence policy, if your child doesn't attend nursery for 1 session without prior notice, Scallywags will try to contact parents/carers to check that everything is ok and if they can help in anyway and complete an unauthorised absence form.

Once the child returns to the setting then the parents/carers will be asked to add to the unauthorised absence form with the reason why they did not attend the setting.

If a child does not return to the setting and there has been no formal contact between the family and the setting, Scallywags will inform the local safeguarding partners raising their concerns.

If you are going on holiday, Scallywags will need to know in advance so we can record this and authorise the absence. This can be marked on Parent Admin, by email, on tapestry, or letting a member of staff know the dates.

Although your child is not of compulsory school age, we expect them to attend Nursery during their allocated sessions, unless there are exceptional circumstances, such as illness or infectious conditions, emergency appointments, compassionate circumstances, family celebrations/events such as weddings, or any holidays.

What can parents do to help?

Let Scallywags know as soon as possible why your child is absent.

Let Scallywags know in advance if you are going on holiday, this can be marked on Parent Admin (NIAB)

Reminder: Please remember to call the Scallywags before sessions start if your child is going to be absent or late on 01245 468857

Policy reviewed and updated September 2023

Transition policy

Children experience many transitions in their early years. Our team are sensitive to the difficulties children may have whilst going through these transitions.

When small changes are supported by responsive, knowledgeable adults, children will gradually discover that the world is a safe and predictable place. As strong and competent learners, this will stand them in good stead when faced with the challenge of experiencing the bigger changes that will inevitably come their way.

Some examples of transitions that young children and babies may experience are:

- starting nursery (see settling in policy)
- moving between rooms at nursery
- starting school
- moving nurseries
- changes within their home environment and life, such as family breakdowns, new siblings, moving home, death of a family member/pet.

Supporting Transitions in the Nursery

The nursery will support all children in the nursery with any transitions they may be encountering. The nursery team will be sensitive to any changes in their family groups behaviour and personality. We respectfully ask that parents inform us of any changes in the home environment that may impact on their child so the team can be aware of the reasons behind any potential changes in the child's character, this can also be noted on a 'preparing for your child's focus forms'.

If the transition relates to the child starting at the nursery, we will follow our Settling in Policy. If the transition is due to occur whilst the child is at nursery, e.g., moving rooms or starting school, the nursery will fully support the child through this process in the following ways:

Starting nursery

We have a clear welcome procedure, after receiving your enrolment and registration from Nursery in a Box (Parent admin), we will send out a 'Welcome card'. This will include a welcome letter confirming your sessions and start date along with a parent's guide to starting nursery.

During your child's settling in settles, we will hand over to you our gift bags which include information about your child's allocated prevent and the room. We allocate a key person and family group to each child before your child starts at nursery based on the sessions that you have chosen. The key person welcomes and looks after your child on their first session and throughout the settling in process. A learning journey will be created for your child documenting their progress whilst at nursery. We welcome parent's input into your child's learning journey. For more information on settling into nursery, please see our settling in policy.

Transition between Rooms

Sallywags Nursery Chelmsford Rooms and the age ranges for these rooms are as follows:

Jungle Cubs Room: From 3 months to 1 year

Water Babies & Little Explorers: From 1 year to 2 years

Forest Friends: From 2 years to 3 years

The Nature Club: From 3 years to 4 years

When your child is due to settle into their next room, we will arrange a parents evening to discuss this. Children will transition together within their cohort every September with their current class, this is also when the Nature Club children will transition to school.

Settling In Visits

Settling in sessions will be arranged for the children to go on visits to their new room to familiarise them with the routine, other children, and team members. The nature and personality of the child will dictate how many visits are needed – each child is different; however, we always offer as many as we can before the child starts in this room. A new Key Person and family group will be agreed, and the existing Key Person will complete the 'transition form' document and will share with the new family group, sharing information relating to the child's individual achievements, needs and requirements. The current key person will go through this transition form with the parents during parents evening to ensure all the information is still up to date and relevant, such as checking dietary requirements. The key person will go through this with the child's new family group before any settling in sessions.

Starting school

Starting school is a huge transition and the nursery will do all it can to facilitate a smooth move. We have a variety of methods that support this:

- The nursery will provide a variety of resources that relate to the school, e.g., uniform to dress up in, stories and small world characters, photographs of the teachers and schools the children may attend. This will help the children to become familiar with this new concept of school.
- The nursery will invite school teachers into the nursery to introduce them to the children. The key person will talk through any concerns the child may have and initiate discussions relating to enabling these to be overcome. This also helps the children recognise their teachers, which in turn will support their transition into the school.
- We will provide each school with an 'Passport' document from the child's family group and a copy of the child's Tracking Sheet, to enable teachers to have a good understanding of each child received. This will include their interests, strengths and level of understanding and development in key areas. This will support continuity of care and early learning. This passport will be gone through with parents and carers to ensure all the information is relevant and up to date. We ensure we add parents' comments too to share with the teachers about how the child's parents honestly feel about their transition to school.
- There will be a Graduation Ceremony for school leavers to celebrate their time and achievements at Sallywags Nursery. At this ceremony, your child will be presented with a certificate, and you will be given their 'Learning Journey' to keep.

Transitions between other early years settings

If a child is leaving our setting, the child's key person will complete a 'Thoughtful transition' document. This ensures that all relevant information is included such as the child's likes, dislikes, interests, how they settle and how to support them. This is also completed with the parents and shared with their next early years setting.

If a child attends a shared provider, we complete termly shared provider forms. These are sent out to each setting the child attends and asked to be completed within that term. This is then used during assessments to ensure that we have a holistic view of the child's development and learning and identify any next steps. This is then followed up with a termly zoom or telephone call to discuss the shared provider form and put in place actions to support the child's next steps and identify experiences the child enjoys; this is completed with the child's key person at both settings.

Policy reviewed and updated August 2023

Sallywags Nursery LTD
Policies and Procedures booklet

This Policies and Procedures booklet has been prepared for your information and understanding of the policies, philosophies and practices and benefits of Sallywags Nursery. Please read it carefully. Upon completion of your review of this handbook, sign the statement below, and return it to your supervisor by the due date. A copy of this acknowledgment appears at the back of the handbook for your records.

I, _____, have received and read a copy of the Sallywags Nursery LTD Policies and Procedures booklet which outlines the goals, policies, benefits, and expectations of Sallywags Nursery LTD, as well as my responsibilities as an employee.

I have familiarised myself with the contents of this handbook. By my signature below, I acknowledge, understand, accept, and agree to comply with the information contained in the Policies and Procedures booklet provided to me by Small Business Notes. I understand this handbook is not intended to cover every situation which may arise during my employment, but is simply a general guide to the goals, policies, practices, benefits and expectations of Sallywags Nursery LTD.

I understand that the Sallywags Nursery LTD Policies and Procedures booklet is not a contract of employment and should not be deemed as such.

(Employee signature)

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