



# POLICIES AND PROCEDURES

SEPTEMBER 2025

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# Absence and Attendance Policy

## Policy Statement

At our Settings we recognise the importance of regular attendance for children's development, safety, and emotional well-being. This Absence and Attendance Policy outlines our procedures for recording attendance and following up on any unexplained or prolonged absences, ensuring that children are safeguarded and fully supported while in our care.

## Recording Attendance

- Accurate daily attendance records are maintained for all children, noting arrival and departure times.
- Registers are completed **immediately upon a child's arrival and departure** to ensure real-time safeguarding.
- Records are stored securely and are available for inspection by Ofsted or the local authority.

## Parent and Guardian Responsibilities

- Parents or legal guardians must **inform us as soon as possible** if their child is going to be absent from the setting for any reason (e.g. illness, holiday, family emergency).
- We request that parents **notify us before the expected session begins** on the day of absence.

## Monitoring and Following Up on Absences

- In line with EYFS 2025, we have established a **clear procedure for identifying and following up** on prolonged or unexplained absences.
- If a child is absent without notification, we will take the following steps:
  1. Attempt to contact the parent or guardian using the **primary contact number**.
  2. If no response is received, we will try the **second (or additional) emergency contact**.
  3. If the absence continues unexplained for more than **3 hours**, and no contact is made, we may escalate the concern to **local safeguarding authorities** following our safeguarding procedures.
  4. We may also carry out a home visit if no other contact has been made.
- These steps are taken to ensure the child's safety and welfare.

## Emergency Contact Details

- We maintain a minimum of **two up-to-date emergency contacts per child** to ensure effective communication in cases of unexplained absence or emergency.
- Parents are asked to **review and update** their emergency contact details regularly, or immediately if changes occur.

## Prolonged or Repeated Absences

- In cases of regular non-attendance or repeated absences, we will:
  - Discuss concerns with parents to understand any underlying reasons
  - Offer support or signpost to services if there are barriers to regular attendance
  - Monitor patterns that may raise safeguarding concerns and report accordingly

## Holidays and Planned Absences

- Parents are encouraged to **inform us in writing** of any planned absences (e.g. holidays, appointments) in advance.
- These will be recorded separately from unnotified absences.

#### **Term-Time Only and Funded Hours Considerations**

- For children accessing **government-funded hours**, we are required to monitor attendance to ensure funding is used appropriately.
- Frequent or extended absences without valid reason may be reported to the **local authority** and could impact ongoing eligibility for funding.

## Accident & Injury Policy

**Policy Statement:** At our Settings, we prioritise the safety and welfare of every child in our care, adhering strictly to the revised Early Years Foundation Stage (EYFS, September 2025). This policy outlines our procedures for accident prevention, appropriate and prompt response to injuries, and safeguarding the well-being of children during emergencies.

### Preventing Accidents:

- Regular comprehensive risk assessments of indoor and outdoor areas, equipment, and activities in line with EYFS guidelines.
- Immediate resolution of identified hazards, and clear documentation of actions taken.
- Age-appropriate education provided to children on personal safety and awareness of potential risks.

### Supervision and Staff Ratios:

- Maintain staff-to-child ratios as per the updated EYFS 2025 statutory requirements at all times.
- Staff will consistently provide active supervision, promptly intervening to prevent accidents.

### First Aid and Medical Assistance:

- At least half of all staff hold current Paediatric First Aid certification, compliant with EYFS 2025 standards.
- Clearly labelled and regularly checked first aid kits are accessible at all times.
- Immediate contact of emergency services for serious injuries or medical conditions, followed by prompt parental notification.

### Incident Reporting:

- Accurate, detailed recording of any accidents or injuries in the Accident & Incident Record Book as required by EYFS 2025.
- Records include child's details, date, time, location, nature of injury, response provided, and persons involved.
- Records reviewed regularly to identify patterns or recurring issues, taking preventative action as necessary.

### Parental Notification and Communication:

- Parents/legal guardians informed immediately following any significant injury or emergency, with clear communication on circumstances and actions taken.
- Minor injuries communicated to parents at the earliest practical opportunity upon collection, with details of first aid administered and any required follow-up.

### Emergency Contact Information:

- Maintain up-to-date emergency contact details, including parental information, alternate contacts, medical conditions, allergies, and specific needs.
- Parents are responsible for promptly updating the setting if there are any changes in their child's emergency information.

**Review and Staff Training:**

- Annual review of this policy, or more frequently if EYFS regulations are amended or following an incident.
- Continuous professional development provided for staff to remain knowledgeable about best practices in accident prevention, incident response, and EYFS requirements.

## Admissions and Settling-in Policy

**Policy Statement:** At our Settings, we strive to ensure every child experiences a smooth, supportive transition into our care, in alignment with the revised Early Years Foundation Stage (EYFS, September 2025). Recognising each child's uniqueness, our policy details our admission procedures, required information, settling-in approach, and the methods we use to help children comfortably adjust to their new environment.

### Registration Process:

- Parents/guardians receive comprehensive information about our services, fees, availability, and EYFS curriculum upon enquiry.
- Completion of a detailed registration form by parents, capturing child's essential details, emergency contacts, medical information, dietary requirements, allergies, and individual needs or circumstances.
- Collection of necessary documentation including child's birth certificate, immunisation records, and parental permissions in line with EYFS 2025 requirements.

### Settling-in Period:

- Emphasis on an individualized and gradual settling-in process that respects each child's emotional and developmental needs.
- Settling-in periods are collaboratively planned and tailored to the child and family's preferences, allowing incremental adjustments to our setting.

### Supporting the Settling-in Process:

- Appointment of a designated key person who supports the child's emotional well-being, development, and fosters strong parent partnerships in compliance with EYFS guidelines.
- The key person engages proactively with families, obtaining detailed information about routines, preferences, and comfort strategies specific to the child.
- Provision of familiar items or comfort objects from home to ease transition and enhance the child's sense of security and belonging.

### Communication with Parents:

- Maintain consistent, transparent, and proactive communication throughout the settling-in period, respecting parents' preferences on methods (face-to-face, phone, social media updates).
- Regularly update parents on their child's adjustment, emotional state, participation, and development milestones in line with EYFS standards.

### Transition Support:

- Offer resources and structured activities to facilitate smooth transitions, providing continuity between home and the setting.
- Ensure availability of designated calm and quiet spaces where children can retreat if feeling overwhelmed, aligning with EYFS 2025 emphasis on emotional well-being.

### Inclusion and Diversity:

- Adhere strictly to EYFS 2025 standards promoting equality, inclusion, and diversity, ensuring each child's background, culture, and individuality are respected and celebrated.

#### **Evaluation and Feedback:**

- Regular evaluation of settling-in procedures informed by parental feedback, staff observations, and children's emotional responses.
- Adapt practices to ensure continuous improvement, reflecting best practice guidelines set out in EYFS 2025.

## Adverse Weather Policy

**Policy Statement:** At our Settings, the safety, health, and well-being of children in our care are paramount, especially during adverse weather conditions. This policy aligns with the revised Early Years Foundation Stage (EYFS, September 2025), detailing our procedures to ensure children, staff, and visitors remain safe and secure during adverse weather.

### Definition of Adverse Weather:

- Adverse weather includes severe weather conditions that may risk the safety or health of children and staff, such as storms, snow, flooding, extreme heat, cold temperatures, and hazardous air quality.

### Monitoring Weather Conditions:

- Regular monitoring of reliable weather sources to anticipate and proactively respond to potential adverse conditions.
- Staff are informed and trained to interpret weather warnings and forecasts to support timely decision-making.

### Decision Making:

- Decisions about operating the setting during adverse weather will be taken by the owner or designated responsible staff member.
- Decisions prioritize children's safety, emotional well-being, and health considerations, aligning with EYFS 2025 safeguarding requirements.

### Closure of the Setting:

- The setting will close if weather conditions pose significant safety or health risks to children and staff.
- Immediate notification to parents/guardians through approved communication channels (phone calls, texts, emails, digital platforms).

### Delayed Opening:

- The setting may operate a delayed opening if weather conditions are anticipated to improve, ensuring safer travel and attendance for families and staff.
- Clear, timely communication will be made to parents/guardians regarding delayed opening details.

### Early Closure:

- Early closure may be necessary if conditions deteriorate during operational hours to guarantee safe travel home for children and staff.
- Parents/guardians will be promptly informed about early closures, expected collection times, and safety considerations.

### Child Pickup and Transportation:

- Parents/guardians are advised to assess travel safety conditions and use personal discretion for travel decisions during adverse weather.

- If parents face challenges in picking up their child early, the setting will ensure alternative safe arrangements are promptly put in place.

**Safe Shelter and Essential Provisions:**

- In situations where children must remain onsite during adverse weather, adequate shelter, food, water, and necessary comfort items will be available.
- EYFS 2025 guidelines for maintaining children's health, comfort, and emotional security during prolonged stays will be strictly followed.

**Communication:**

- Efficient, clear, and timely communication will be maintained throughout any adverse weather scenario, ensuring that emergency contact information is accurate and updated regularly.

## Allegation of Abuse Policy - Staff

**Policy Statement:** At our Settings, safeguarding children's welfare and well-being is our highest priority. We respond seriously and swiftly to any allegations of abuse, in compliance with the revised Early Years Foundation Stage (EYFS, September 2025). This policy outlines our procedures for managing allegations, ensuring rigorous reporting, investigation, and provision of appropriate support.

### Reporting Procedures:

- All allegations or suspicions of abuse, whether raised by a child, observed by staff, or reported by others, must immediately be communicated to the Designated Safeguarding Lead (DSL).
- If the allegation meets threshold and is investigated, SMT, LADO and Ofsted must be informed by the DSL as soon as possible (and must be within 14 days)
- The DSL is responsible for overseeing responses, coordinating with safeguarding agencies, and managing communication.

### Confidentiality:

- Allegations are handled with strict confidentiality, respecting privacy rights while ensuring information is shared appropriately for safeguarding purposes as per EYFS guidelines.

### Immediate Response:

- If a child is at immediate risk or harm, staff will take immediate protective action and notify emergency services as required.

### Contacting Safeguarding Authorities:

- The DSL will promptly contact local child protection services and adhere strictly to EYFS 2025 statutory safeguarding and reporting procedures.
- Complete cooperation with all external safeguarding investigations will be maintained.

### Internal Investigation:

- Conduct an impartial internal investigation, guided by local safeguarding authority advice (LADO).
- External safeguarding agencies or professionals will be involved where necessary to ensure transparency and fairness.

### Support for All Parties:

- Comprehensive emotional and practical support will be provided to affected children, families, and involved staff, prioritising emotional well-being and ensuring compliance with EYFS 2025 standards.

### Suspension Procedures:

- Where necessary, staff accused of abuse may be suspended from duty during investigations to safeguard all children, in accordance with EYFS and employment law guidance.
- Regular reviews of suspension status will be undertaken, considering updated information from investigations.

### Communication with Parents:

- Parents/guardians of the affected child(ren) will be sensitively informed of allegations, investigative steps, and outcomes, maintaining openness and transparency in accordance with EYFS principles.

**Record Keeping:**

- Detailed records of all allegations, investigations, actions, and outcomes will be kept securely, in line with EYFS 2025 documentation requirements.
- Records will remain confidential, accessed only by authorized personnel and safeguarding authorities.

**Training and Awareness:**

- Staff will receive regular training updates on safeguarding and allegation management procedures in compliance with EYFS 2025.
- Ensuring staff awareness of indicators of abuse and clear processes for raising concerns.

*Havering Local Authority Designated Officer (LADO), Telephone: 01708 431653*

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## Anti-Bullying Policy

**Policy Statement:** At our Settings, we are dedicated to fostering a safe, supportive, and inclusive environment for all children in our care, consistent with the revised Early Years Foundation Stage (EYFS, September 2025). This policy highlights our approach to preventing bullying, addressing incidents effectively, and nurturing positive relationships and emotional resilience among children.

### Definition of Bullying:

- Bullying is deliberate, hurtful behaviour repeatedly directed at an individual or group, involving an imbalance of power. It may manifest physically, verbally, emotionally, socially, or digitally (cyberbullying).

### Zero Tolerance for Bullying:

- Bullying in any form is strictly prohibited and will not be tolerated among children, staff, parents, or visitors within our setting.

### Creating a Positive Environment:

- We proactively encourage an inclusive and supportive environment, embedding principles of respect, empathy, kindness, and emotional intelligence as emphasised in EYFS 2025.
- Regular activities promoting cooperation, friendship, and mutual understanding will be integrated into our daily routines.

### Staff Training:

- Staff members will receive ongoing training focused on identifying signs of bullying, understanding its impact, and applying effective intervention strategies as per EYFS 2025 guidelines.
- Training will include strategies to build children's resilience, self-esteem, and emotional intelligence to prevent bullying behaviours.

### Promoting Positive Relationships:

- Activities, stories, and group discussions will regularly emphasise the importance of kindness, empathy, respect, and effective communication.
- Children will be supported and encouraged to openly discuss their feelings and experiences in a safe environment.

### Reporting Bullying Incidents:

- Staff, children, parents, or visitors witnessing or experiencing bullying should immediately report incidents to the designated responsible staff member.
- All reports will be treated seriously and promptly.

### Confidentiality:

- Confidential handling of reports will be maintained, with information shared strictly on a need-to-know basis in compliance with EYFS safeguarding guidelines.

### Investigation and Response:

- All reported incidents will be thoroughly and sensitively investigated by the designated person.
- Involved parties, including parents, will be consulted as part of a transparent and fair resolution process.

#### **Support for Children:**

- Emotional support and reassurance will be provided to children affected by bullying, emphasising restorative practices and emotional healing aligned with EYFS 2025 standards.
- Clear support strategies will be implemented for both victims and children exhibiting bullying behaviour to encourage positive changes.

#### **Parental Involvement:**

- Parents/guardians will be promptly informed of any bullying incidents involving their child and actively engaged in the resolution and follow-up process.
- Regular updates will be provided, ensuring parents remain informed about progress and outcomes.

#### **Anti-Bullying Agreement:**

- A clear anti-bullying commitment agreement involving staff, children, and parents will be established, emphasising collective responsibility and proactive engagement.

## Babysitting By Private Arrangement

**Policy Statement:** At our Settings, we develop excellent relationships with our families. From time to time, parents may request individual staff members' babysitting services outside of the Nursery's working hours. This policy clarifies key points and procedures regarding private arrangements made between staff and parents.

We always exercise precautions in employing staff as set out in our recruitment policy, to ensure to the best of our abilities that staff members are suitable to be employed to work with children. However, we are unable to provide assurances to parents and carers as to a staff member's suitability to look after their child unsupervised in a babysitting situation. If parents request staff to baby sit their children, this arrangement is wholly personal and parents must understand that insurance, which applies to the Preschool does not extend to any personal arrangements.

- Individual staff members are able to babysit for children outside of the Nursery day should they wish as long as they have over a years service at the nursery. Any arrangements made between individual members of staff and families are privately agreed and are not the responsibility of the Nursery.
- If a staff member is to collect the child from Preschool to take them home to babysit the parent or carer must notify the manager in writing of this in advance. This must be done on each occasion except where this would be a regular arrangement (e.g. every Wednesday) where the parent or carer may write one letter authorising this pattern. The nursery is not responsible for any private arrangements or agreements made between individual staff members and families
- All staff, as with anyone collecting or dropping children from nursery must be added to the registration form as an authorised person for collection or drop off.
- Confidentiality of employment must be adhered to and respected at all times.
- Parents should be aware that other adults accompanying the babysitter may not have the relevant Criminal Records Bureau clearance (CRB), and it may not be appropriate for them to care for children.
- The nursery has a duty to safeguard all children whilst on our premises and in the care of our staff, however, this duty does not extend to private arrangements between staff and parents outside of school hours.
- The preschool will not be held responsible for any health and safety, or other, issues that may arise from these private arrangements
- Out of hours work babysitting arrangements must not interfere with staff members working hours.
- The nursery has a strict policy not allowing ex members of staff onto the premises for collection or drop off of children attending the nursery.

Staff members who fail to comply with these requirements will be in breach of their terms and conditions of employment. This may result in disciplinary action under the grievance and disciplinary policy.

## Behaviour Management Policy

**Policy Statement:** At our Settings, we are dedicated to fostering positive behaviour, emotional resilience, and social skills within a safe and nurturing environment. Our Behaviour Management Policy reflects the revised Early Years Foundation Stage (EYFS, September 2025), emphasising positive reinforcement, clear boundaries, and respectful interactions.

### Promoting Positive Behaviour:

- Positive behaviour is consistently encouraged and reinforced through praise, encouragement, and recognition, aligning with EYFS 2025 standards for emotional well-being and positive relationships.
- Staff actively model respectful, empathetic behaviour and appropriate social interactions to set a positive example for children.
- Stimulating, engaging, and developmentally appropriate activities are provided to reduce boredom or frustration that may lead to challenging behaviour.

### Setting Clear Boundaries:

- Clear, consistent, and age-appropriate boundaries and expectations are established and communicated positively.
- Children are involved in discussions around behavioural expectations, promoting their understanding, cooperation, and emotional intelligence in line with EYFS principles.

### Guiding Challenging Behaviour:

- Challenging behaviour is addressed sensitively and empathetically, recognising that it may indicate unmet emotional or developmental needs.
- Positive strategies such as redirection, distraction, providing clear choices, and conflict resolution are employed to support children's self-regulation and decision-making.
- We offer a calm, supportive environment where children can safely express their emotions and develop self-awareness and emotional literacy, as emphasized by EYFS 2025.

### Consistency and Individualised Approach:

- Consistency in behaviour management approaches across all staff members ensures children clearly understand expectations.
- Individualised strategies and adjustments are made to accommodate each child's unique temperament, developmental stage, and specific needs, adhering to EYFS requirements.

### Safety and Respect:

- Children's safety and emotional well-being remain paramount. Immediate and appropriate action is taken if a child's behaviour poses a safety risk.
- We emphasise teaching respect for oneself, peers, staff, and the environment, reinforcing positive social skills and relationships.

### Communication with Parents:

- Open and consistent communication with parents regarding their child's behaviour, development, progress, and any arising concerns.

- Collaborative partnership with parents to develop consistent behaviour management strategies between home and the setting.

**Staff Training and Professional Development:**

- Regular professional development opportunities and training for staff focused on behaviour management techniques, child development, emotional intelligence, and recognising underlying behavioural triggers.
- Ongoing guidance and support for staff to ensure the effective implementation of behaviour management strategies aligned with EYFS 2025.

## Care, Learning & Play Policy

**Policy Statement:** At our Settings, we are committed to providing outstanding care, enriching learning opportunities, and engaging play experiences that support the holistic development of each child, in alignment with the revised Early Years Foundation Stage (EYFS, September 2025).

### Holistic Development:

- We support children's comprehensive development—physical, intellectual, emotional, social, and creative—ensuring balanced growth and learning in line with EYFS 2025 standards.
- Individualised activities and experiences are planned according to each child's unique interests, needs, and developmental milestones.

### Learning Through Play:

- Play is central to children's learning and development, and we actively integrate play-based activities that foster exploration, critical thinking, creativity, and curiosity.
- Emphasis is placed on child-initiated play, guided by adult support to extend learning opportunities naturally and effectively.

### Age-Appropriate Activities:

- Activities are carefully planned and adapted to meet the developmental stages, interests, and individual abilities of each child, ensuring inclusivity and active engagement.
- Diverse learning experiences cater to varied learning styles and developmental needs.

### Learning Environment:

- We maintain a secure, stimulating, and inclusive environment designed to inspire children's curiosity, imagination, discovery, and independence.
- High-quality resources and materials are thoughtfully selected to encourage exploration, creativity, and learning aligned with EYFS 2025 guidance.

### Observations and Assessments:

- Ongoing, sensitive, and respectful observations and formative assessments inform personalised planning, supporting each child's progress and development.
- Parents are actively involved in assessment discussions, celebrating milestones, and identifying next steps collaboratively.

### Learning Goals and Objectives:

- Clear, achievable, and personalized learning objectives are established for each child, informed by EYFS areas of learning, developmental milestones, and children's individual interests and needs.
- Planning is responsive and adaptive, ensuring that learning experiences remain relevant and engaging.

### Inclusive Practices:

- We foster an inclusive setting, celebrating diversity and ensuring all children feel valued, respected, and included in all activities.

- Adaptations and support are provided to ensure equitable participation for every child, regardless of background or ability.

**Outdoor Play and Exploration:**

- Outdoor play is prioritized, providing daily opportunities for children to interact with nature, develop physical skills, and enhance their understanding of the world.
- Outdoor areas are regularly inspected and equipped with diverse, age-appropriate, and stimulating resources.

**Creative Expression:**

- Opportunities for creative and imaginative expression are integral, with children encouraged to explore various art forms, music, dance, role-play, and crafts.
- Creative resources are accessible, safe, and designed to stimulate innovation, imagination, and self-expression.

**Continuous Improvement:**

- Commitment to ongoing improvement includes regularly seeking feedback from staff, parents, and external professionals to refine and enhance our practices.
- Staff participate in ongoing professional development, ensuring they remain informed about current EYFS best practices and emerging research in early childhood education.

## CCTV and Recording Doorbell Policy

### **Policy Statement:**

At our Settings, we are committed to ensuring the privacy, security, and safeguarding of all children, families, staff, and visitors. This policy outlines our approach to the use of Closed-Circuit Television (CCTV) and recording doorbells (e.g. Ring, Google Nest) within our setting, ensuring their use complies with data protection law and supports a safe and transparent environment.

### **Purpose of CCTV / Recording Devices:**

- CCTV or recording doorbells are used solely for safety, security, and safeguarding purposes.
- The purpose includes monitoring entry and exit points, deterring unauthorised access, and protecting children, staff, and property.
- These devices are not used to monitor children's learning or behaviour inside the setting unless specifically permitted and risk assessed.

### **Location of Devices:**

- Cameras are positioned across the room and external areas.
- No recording devices are located in areas where children play, eat, sleep, or are changed.
- Devices will never be placed in areas that would compromise a child's privacy or dignity.

### **Use and Access of Footage:**

- The CCTS's are owned by the relevant landlord as our premises are rented.
- Recorded footage is only accessed by the setting or an authorised individual when there is a legitimate safeguarding or security concern.
- Access to footage will be strictly controlled.
- If a concern arises, relevant footage may be shared with appropriate safeguarding authorities, such as Ofsted or the Local Authority Designated Officer (LADO), in line with our Safeguarding and Child Protection Policy.
- Parents may request access to footage in which their child appears, in line with Data Subject Access Request (DSAR) protocols.

### **Data Storage and Retention:**

- Footage is stored securely and automatically deleted after a set period, depending on location, unless retained for a specific safeguarding or legal reason.
- Data storage is compliant with UK GDPR and the Data Protection Act 2018.

### **Parental Consent and Notification:**

- Parents are informed during the enrolment process about the presence and purpose of CCTV or recording doorbells.
- Written consent is obtained and recorded.
- Signage is clearly displayed informing all visitors that CCTV or recording doorbells are in operation.

### **Children's Privacy and Protection:**

- The use of such devices will not compromise the dignity, rights, or personal privacy of the children in our care.
- Devices will not be used for live streaming or sharing of images on any personal or public platform.

### **Visitor Guidance:**

- Visitors are informed of CCTV or doorbell recording devices upon arrival and via signage.
- Recordings are only reviewed in line with safeguarding or operational needs.

**Alignment with EYFS 2025 Changes:**

This policy supports the EYFS 2025 emphasis on safeguarding and privacy, ensuring that all recording technologies used in the setting adhere to robust data protection principles and are implemented only where appropriate. The EYFS updates highlight the need for clear policies that protect children's privacy while strengthening safety practices.

## Children's Illness/Infection Policy

**Policy Statement:** At our Settings, we prioritise the health, safety, and well-being of all children, staff, and visitors. Our Illness/Infection Policy complies with the revised Early Years Foundation Stage (EYFS, September 2025) guidelines, ensuring proactive management to prevent the spread of illness and infection.

### Health and Hygiene Practices:

- We actively promote robust health and hygiene habits, including thorough handwashing, proper respiratory etiquette, and hygienic disposal of tissues.
- Regular handwashing is reinforced before eating, after toileting, and after contact with bodily fluids.

### Sick Child Exclusion:

- Children displaying symptoms of illness or infection will be required to stay at home until fully recovered or the exclusion period recommended by healthcare guidelines has passed.
- Parents are asked to keep their child at home if symptoms such as fever, vomiting, diarrhoea, persistent cough, rash, or infectious illness are observed.
- Parents must inform the setting promptly of any contagious disease diagnosis.

### Isolation and Comfort:

- Any child showing signs of illness while in care will be gently isolated from others to prevent potential spread.
- A comfortable, quiet, and supervised area will be provided for the ill child until parent/guardian collection.

### Notification of Parents:

- Parents/guardians will be contacted immediately if their child becomes unwell during care hours.
- Prompt collection of the sick child by parents/guardians will be required to facilitate appropriate care and limit infection spread.

### Medical Attention and Medication:

- Immediate medical assistance will be sought if a child's condition necessitates urgent attention, with parents/guardians notified promptly.
- Medication for ongoing health conditions will be administered according to clear parental instructions, aligning with our Medication Administration Policy and EYFS guidance.

### Return to Setting:

- Children may return only when symptom-free and meeting guidelines established by health authorities or professional healthcare advice.
- If a child has confirmed Hand, Foot and Mouth disease they must be kept off until all blisters have scabbed over.
- Return criteria will follow EYFS and local health authority recommendations to ensure child and community safety.

- Children who have been sick or had diarrhoea must be kept at home for at least 48 hours following the last episode (discretion will be used for babies who are teething)

**Cleaning and Disinfection:**

- A rigorous cleaning and disinfection schedule is maintained, prioritising high-touch surfaces and shared resources to prevent cross-infection.
- Appropriate, safe, and effective cleaning products will be utilised consistently.

**Documentation and Records:**

- Accurate records of illnesses/infections, including symptoms, onset dates, actions taken, and communications with parents/health authorities, are meticulously kept.
- Mandatory reporting of contagious illnesses to local health authorities will comply with statutory requirements.

**Communication and Collaboration:**

- Regular updates and clear communication will be maintained with parents regarding infection prevention strategies and illness management procedures.
- Collaboration with local health authorities ensures adherence to current infection control recommendations.

## Complaints and Grievances Policy

**Policy Statement:** At our Settings, we aim to provide exceptional care and maintain strong, transparent relationships with parents and stakeholders. Our Complaints and Grievances Policy complies with the revised Early Years Foundation Stage (EYFS, September 2025), emphasising timely, respectful, and confidential management of concerns.

### Open Communication:

- We promote transparent, open dialogue and provide various accessible channels (written, email, face-to-face) for parents, staff, and stakeholders to share feedback, concerns, or complaints.
- Feedback is actively welcomed as it provides essential insights for continuous improvement in our practice.

### Receipt of Complaints:

- Clear instructions on how to raise concerns, including contact details for the designated complaints handler, will be provided to all parents and stakeholders.
- Confidentiality and privacy will be rigorously upheld throughout the complaint submission and handling process.

### Handling Complaints:

- All complaints will be acknowledged promptly, typically within 48 hours, to confirm receipt and action commencement.
- Complaints are handled objectively, confidentially, and fairly, safeguarding the dignity and rights of all parties involved.
- Comprehensive records of all complaints, including actions taken and outcomes achieved, are maintained securely.

### Investigation and Resolution:

- Complaints undergo a thorough, impartial investigation, gathering necessary information, interviewing witnesses, and reviewing documentation as required.
- Resolution of complaints is prioritised, typically achieved within 10 working days from receipt, with clear, transparent communication to the complainant.
- Investigation outcomes, including the resolution and subsequent actions, are communicated clearly in writing.

### Confidentiality and Privacy:

- Utmost confidentiality is maintained, with information shared only with individuals directly involved in addressing and resolving the complaint.
- Third-party involvement occurs only with explicit consent from the complainant, when necessary for resolution.

### Appeals Process:

- Dissatisfied complainants have the right to appeal the decision. Appeals must be submitted in writing, clearly outlining reasons and any additional supporting evidence.

- Appeals are reviewed objectively by an independent person or designated representative uninvolved in the initial complaint.
- The outcome of the appeal is communicated clearly and in writing, marking the final resolution of the complaint.

### *Stages of a complaint*

#### Stage 1

- Any parent who has a concern about an aspect of our setting's provision talks over his/her concerns with our manager or deputy first.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the complaints file.

#### Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed by our manager and signed by the parent.
- Our setting stores all information relating to written complaints from parents in our file. However, if the complaint involves a detailed investigation, our manager may wish to store all information relating to the investigation in a separate file designated for this complaint.
- When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of him/her making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

#### Stage 3

- If the parent is not satisfied with the outcome of the investigation, he or she requests a meeting with the Manager and/or Owner/SMT. The parent may have a friend or partner present if they prefer and our manager should have the support of the management team.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

#### Stage 4

- If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussions confidential. S/he can hold separate meetings with our staff and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice s/he gives.

## Stage 5

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

### **Monitoring and Learning:**

- Complaints and their resolutions are regularly monitored, analysed, and reviewed to identify trends, recurring issues, and opportunities for service enhancement.
- Insights gained from complaints will inform our continuous quality improvement efforts, enhancing the overall care provided.

# Confidentiality and Data Protection Policy

**Policy Statement:** At our Settings, we prioritise confidentiality, privacy, and data protection. This policy complies with the revised Early Years Foundation Stage (EYFS, September 2025) and current General Data Protection Regulation (GDPR) guidelines, clearly outlining procedures for safeguarding personal data.

## Confidentiality:

- All personal information provided by parents and children is treated with strict confidentiality, upholding individuals' right to privacy.
- Staff members fully understand their confidentiality obligations, including potential consequences for breaches.
- Confidential information encompasses personal data, medical records, developmental observations, and other sensitive details.

## Storage and Access to Information:

- Physical personal records are securely stored by authorised staff.
- Only authorised staff members have access to personal information necessary for their role.

## Sharing of Information:

- Personal data is shared solely on a "need-to-know" basis, always with explicit consent from parents/legal guardians.
- Data sharing with external professionals (e.g., healthcare or educational specialists) occurs only when necessary, appropriate, and with explicit parental consent.
- Written consent is obtained from parents for any photographic, video, or other media usage, clearly detailing purpose and duration of use.

## Data Protection:

- Data processing adheres strictly to GDPR guidelines, ensuring data accuracy, relevance, and timely updates to meet childcare and legal requirements.
- Parents are transparently informed of data collection purposes, lawful processing bases, and their rights under GDPR, including rights to access, correct, or request deletion of data.

## Data Breach:

- Suspected or actual data breaches will trigger immediate internal investigation and prompt mitigation actions.
- Affected individuals and relevant data protection authorities are notified immediately as mandated by GDPR.

## Retention and Disposal of Data:

- Data retention aligns with GDPR principles, maintaining information only for as long as necessary for childcare provision and statutory requirements.
- Secure disposal methods (shredding physical documents or permanent deletion of electronic files) are rigorously employed when data is no longer required.

## Staff Training and Awareness:

- Staff receive regular GDPR and confidentiality training, clearly understanding responsibilities and required practices.
- All staff sign confidentiality agreements, formally committing to uphold privacy and data security standards.

## Conflict Resolution with Parents and Aggressive Behaviour Policy

**Policy Statement:** At our Settings, we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising (if applicable).

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

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

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

### **Calls of an aggressive or abusive manner**

The call taker receiving a call leading to abuse or aggression will remain calm and professional and ask the caller to follow the Complaints policy. If the abuse continues the call taker will end the call. Abusive and aggressive calls will be logged with an outline of the conversation.

### **Emails of an aggressive or abusive manner**

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

### **Social Media**

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

### **Aggressive behaviour**

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

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

- Any aggressive behaviour from a parent could result in the withdrawal of the child's place. Parents will be informed, by the management team, in writing within three working days of any incident that involved aggressive or threatening behaviour to their staff.
- Management will provide support and reassurance to any staff member involved in such an incident.
- Management will sign post parents to organisations or professionals that can offer support, if applicable.

This policy will be followed in the event of any other visitor or member of the public displaying this type of behaviour either by phone, email, social media or in person.

## Continual Professional Development Policy

**Policy Statement:** At our Settings, we remain dedicated to delivering exceptional childcare by investing in continual professional development (CPD) for all staff members. This policy aligns with the revised Early Years Foundation Stage (EYFS, September 2025), emphasising ongoing learning, reflective practice, and professional growth.

### Importance of CPD:

- We recognise CPD as crucial to maintaining excellent practice, enhancing staff knowledge, and adapting to evolving early childhood education standards and children's needs.
- CPD supports staff in delivering high-quality care, fostering confidence, competence, and professional innovation.

### Identifying CPD Needs:

- Regular assessments, including performance evaluations, self-reflection, and stakeholder feedback, identify individual and collective professional development needs.
- Areas for CPD encompass child development, safeguarding, inclusive practice, health and safety, behaviour management, and curriculum innovation in line with EYFS 2025.

### CPD Opportunities:

- Diverse CPD opportunities, such as in-house training, external workshops, conferences, webinars, online learning, and professional literature, are actively promoted.
- Staff are encouraged and supported to access relevant external CPD aligned with their professional objectives and the setting's priorities.

### Internal Training:

- Structured internal training led by qualified professionals or experienced staff covers key EYFS 2025 areas including safeguarding, first aid, child development, inclusive practice, and curriculum planning.
- Peer-led sessions and collaborative learning opportunities foster shared expertise, teamwork, and reflective practice.

### Individual Professional Development Plans:

- Individual professional development plans are collaboratively developed, clearly outlining specific CPD goals, learning objectives, and actionable steps.
- Plans undergo regular review, allowing for monitoring progress, providing targeted support, and refining objectives as necessary.
- Reflective practice is encouraged, enabling staff to integrate new knowledge and skills effectively into their daily work.

### Sharing Knowledge and Collaboration:

- A collaborative culture encourages staff to regularly share insights, experiences, and best practices through team meetings, reflective discussions, and presentations.
- Staff contributions and achievements are recognised, valued, and celebrated, enhancing professional morale and community.

**Tracking and Documentation:**

- Comprehensive records of all CPD activities, including training certificates, attendance logs, and reflective notes, are meticulously maintained.
- Staff maintain updated personal CPD records, ensuring accurate documentation and compliance with EYFS requirements.

## Daily Routine and Activities Policy

**Policy Statement:** At our Settings, we provide structured yet flexible daily routines that offer stability, promote holistic development, and reflect each child's unique needs and interests. This policy complies with the revised Early Years Foundation Stage (EYFS, September 2025) to ensure the highest standards of care and learning.

### Individualised Daily Routine:

- We collaborate closely with parents to create personalised routines based on each child's age, developmental stage, specific needs, and personal preferences.
- Consideration is given to individual nap times, dietary requirements, health needs, and recommended developmental activities.

### Structured Routine:

- Our daily schedule incorporates predictable and consistent routines, fostering a sense of security, stability, and emotional well-being for children.
- The structured day includes designated times for arrival, departure, meals, rest periods, focused learning, group activities, and outdoor play.

### Play and Learning Activities:

- A variety of age-appropriate, engaging activities are planned to support all developmental areas—physical, cognitive, social, emotional, and creative—in line with EYFS 2025.
- We balance structured, adult-led activities with child-initiated play, fostering independence, exploration, and active learning.

### Outdoor Play:

- Daily outdoor play is prioritised, weather permitting, providing enriching physical activities, sensory exploration, and opportunities to appreciate nature and environmental sustainability.
- Outdoor environments are safe, stimulating, and well-maintained to facilitate active exploration and gross motor skill development.

### Meal and Snack Times:

- We offer nutritious, balanced meals and snacks that respect dietary needs, allergies, and cultural practices.
- Mealtimes promote positive eating habits, social interaction, independence, and opportunities for children to participate in age-appropriate responsibilities such as table-setting or self-serving.

### Rest and Relaxation:

- Quiet spaces are provided for rest, relaxation, or sleep, according to each child's individual sleep patterns and comfort needs.
- Calm, comfortable, and nurturing environments facilitate quality rest periods tailored to individual requirements.

### Safety and Supervision:

- Children's safety and well-being remain paramount throughout all routines and activities.
- Staff-to-child ratios are maintained according to EYFS standards, ensuring vigilant supervision and individual attention.
- All staff members hold current first aid certifications and are trained in effective emergency response.

**Parent Involvement:**

- Transparent daily communication ensures parents are informed about their child's routines, activities, and developmental milestones.
- We actively seek and value parental input regarding their child's preferences, interests, and experiences, encouraging partnership in daily routines.

# Dental Hygiene Policy

## WITH Brushing teeth in setting guidance

**Policy Statement:** At our Settings, we prioritise children's oral health by fostering good dental hygiene practices from an early age. This policy aligns with the revised Early Years Foundation Stage (EYFS, September 2025), promoting healthy habits and overall well-being.

### Toothbrushing Routine:

- A regular toothbrushing routine is implemented daily, using age-appropriate fluoride toothpaste.

### Parental Consent:

- Written consent from parents or legal guardians is required for their child's participation in our toothbrushing routine.
- Specific dental hygiene instructions provided by parents will be closely followed.

### Supervision and Assistance:

- Staff supervise and guide children during toothbrushing to ensure correct techniques and appropriate brushing duration.
- Staff model effective toothbrushing practices, reinforcing proper habits and routines.

### Individual Toothbrushes and Toothpaste:

- Each child receives an individually labelled toothbrush.
- Toothbrushes are stored separately in hygienic, clearly labelled containers to prevent cross-contamination.

### Toothbrush Replacement:

- Toothbrushes are routinely replaced as recommended by dental health guidelines or if showing signs of wear.
- Immediate replacement occurs if toothbrushes appear damaged or compromised.

### Handwashing:

- Children wash hands thoroughly with soap and water before and after toothbrushing, reinforcing overall hygiene standards.

### Oral Health Education:

- Age-appropriate oral health education is incorporated regularly, emphasising the importance of dental hygiene and balanced nutrition.
- Children are taught about preventing tooth decay, gum health, and the importance of regular dental check-ups.

### Healthy Snacks and Drinks:

- Nutritious snacks and drinks promoting good oral health are provided daily.

- Consumption of sugary snacks and drinks is limited to occasional special events, aligning with healthy lifestyle guidelines.

**Water Availability:**

- Fresh drinking water is accessible throughout the day, promoting hydration and aiding oral hygiene post meals/snacks. Please bring in an empty water bottle every day – this will be filled with fresh water daily by the setting.

**Emergency Dental Care:**

- Parents are promptly notified in case of dental emergencies, and immediate first aid is administered as necessary.
- Urgent professional medical or dental assistance is sought if required.

## Dental Hygiene Policy

### **WITHOUT – Teeth Brushing in setting**

**Policy Statement:** At our Settings, we prioritise children's oral health by fostering good dental hygiene awareness and education. While tooth brushing does not take place on-site, we strongly encourage and support toothbrushing at home both before and after attendance.

#### **Home Toothbrushing Routine:**

- Parents are encouraged to ensure their children brush their teeth thoroughly using age-appropriate fluoride toothpaste before arriving and after leaving our setting.

#### **Parental Responsibility:**

- Parents or legal guardians are responsible for their child's toothbrushing routine and are encouraged to maintain regular dental check-ups and professional dental advice.
- Parents should inform us of any specific dental hygiene needs or concerns relevant to their child.

#### **Oral Health Education:**

- We provide regular, age-appropriate oral health education to children, emphasizing the importance of dental hygiene, healthy eating habits, and regular toothbrushing at home.
- Children learn about tooth decay prevention, gum health, and the significance of good oral hygiene practices.

#### **Healthy Snacks and Drinks:**

- Nutritious snacks and drinks promoting good oral health are provided daily.
- Sugary snacks and beverages are limited to special occasions, aligning with healthy lifestyle guidelines.

#### **Water Availability:**

- Fresh drinking water is available to children throughout the day, promoting hydration and aiding in oral hygiene after meals and snacks.

#### **Emergency Dental Care:**

- Parents are promptly notified in case of dental emergencies, and immediate first aid is administered as necessary.
- Urgent professional medical or dental assistance is sought if required.

## Dropping Off & Collection Policy

**Policy Statement:** At our Settings, children's safety and security during drop-off and collection times remain paramount. This policy aligns with the revised Early Years Foundation Stage (EYFS, September 2025), ensuring clarity, efficiency, and the highest safety standards.

### Authorised Persons:

- Children will only be released to parents, legal guardians, or individuals explicitly authorised by parents in writing.
- Parents must promptly notify the setting of any changes to authorised collection arrangements.

### Identification:

- Authorised individuals must present valid photographic identification during pick-up if not known.
- If someone other than an authorised person arrives to collect a child, verification through a pre-agreed identification method or password is required.

### Arrival and Departure Records:

- Accurate records of each child's arrival and departure times are diligently maintained.
- Parents or authorised individuals must sign children in and out through a designated record-keeping system.

### Notification of Absence or Delay:

- Parents are required to inform the setting in advance regarding absences or delays.
- Unexpected delays should be promptly communicated to ensure suitable arrangements are in place.

### Handover Procedure:

- Smooth and secure handover processes are prioritised, enabling effective communication between the setting and parents or authorised individuals.
- Daily updates and relevant information regarding each child's activities and well-being are clearly communicated.

### Safe Waiting Area:

- A secure, waiting area is provided for parents or authorised individuals during drop-off and collection times, ensuring comfort and safety.

### Child Release Policy:

- Children will only be released to pre-authorised individuals.
- In cases of uncertainty, parents or legal guardians will be contacted directly for verification prior to release.

### Late Collection:

- Parents or authorised individuals are expected to adhere to agreed-upon collection times.

- In the event of unavoidable delays, immediate notification to the setting is required to facilitate alternate arrangements.
- A late fee charge will be applied in the event of persistent lateness.

**Collection by Minors:**

- Minors under the age of 16 , including siblings or friends, are not permitted to collect children from the setting.

**Confidentiality:**

- All sensitive information provided by parents or legal guardians, including custody arrangements, remains strictly confidential.

## Drugs and Adult Medication Policy

**Policy Statement:** At our Settings, we are dedicated to maintaining a safe, healthy, and substance-free environment for all children, staff, parents, and visitors. This policy aligns with the revised Early Years Foundation Stage (EYFS, September 2025) to ensure clear guidance on the use of drugs and adult medication.

### Drugs:

- The possession, use, sale, or distribution of illegal drugs is strictly prohibited on our premises.
- Anyone found under the influence or handling illegal substances will be immediately reported to the relevant authorities.

### Prescription Medication for Adults:

- Staff or visitors who require prescription medication during working hours must inform the DSL beforehand.
- Prescription medications must be securely stored, inaccessible to children, and taken privately, away from children's view.

### Self-Medication:

- Self-medication by staff during working hours is strongly discouraged.
- Staff needing medication must inform the DSL to facilitate safe storage and privacy during administration.

### Emergency Medication:

- Staff or visitors who require emergency medication (e.g., EpiPens, inhalers) must inform the setting, providing written authorisation and clear administration instructions.
- Emergency medication will be securely stored yet readily accessible; all staff will receive appropriate training in administering emergency medication.

### Alcohol and Smoking:

- Alcohol consumption or smoking, including vaping, is prohibited on the premises at all times.
- Individuals must not arrive at or remain in the setting under the influence of alcohol or tobacco products.

### Medication Records:

- All medications brought on-site must be recorded accurately in a confidential medication log.
- Logs will detail the medication name, dosage, administration time, and the responsible individual, securely stored in line with GDPR.

### Staff Training and Awareness:

- Staff will receive training and induction covering the policy, medication administration, storage procedures, and emergency medication protocols.
- Staff will sign an acknowledgment confirming their understanding and compliance with this policy.

## Environmental Sustainability Policy

**Policy Statement:** At our Settings, we wish to support children to learn about sustainable practices and foster respect and care for living and non-living environments

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

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

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

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

- Recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- Ensuring parents recycle children's take-home recycled material models, if they do not keep them
- Considering our carbon footprint when purchasing materials
- Shopping local where possible
- Turning off equipment and lights when not in use
- Not leaving equipment on standby
- Unplugging all equipment at the end of its use/the day
- Using energy saving wash cycles
- Drying washing naturally where possible
- Incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed
- Recycling water from the water play to water plants
- Using food that we have grown at snack time

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

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

## Emergency and Alternative Care Policy

**Policy Statement:** At our Settings, we prioritise the safety, security, and well-being of every child. This policy aligns with the revised Early Years Foundation Stage (EYFS, September 2025), detailing our preparedness and responsive measures during emergencies and ensuring continuity of care through alternative arrangements when required.

### Emergency Preparedness:

- An up-to-date, comprehensive emergency plan outlines responses for potential emergencies, including fire, medical emergencies, natural disasters, and lockdown situations.
- Staff are regularly trained and familiarised with all emergency protocols.

### Emergency Contact Information:

- Accurate, confidential, and securely stored emergency contact information is collected from parents/legal guardians, including alternative contacts.

### Communication with Parents:

- Prompt notification to parents/legal guardians is prioritised during emergencies using established communication methods (e.g., phone, text, email).
- Ongoing updates will be provided during the emergency.

### Medical Emergencies:

- All staff members are trained in paediatric first aid and basic life support.
- Immediate medical intervention through emergency services will be sought if required, with timely communication to parents/legal guardians.

### Evacuation Plan:

- A clearly defined and regularly practiced evacuation plan is maintained for use during emergencies such as fires or hazardous conditions.
- Evacuation routes and assembly points are visibly marked and known to all staff and children.

### Lockdown Procedures:

- Clearly defined lockdown procedures are established and regularly reviewed, covering external security threats.
- Staff members receive training to ensure children's safety during lockdowns.

### Alternative Care Arrangements:

- Should circumstances prevent regular operations (e.g., facility damage, staff shortages), appropriate alternative care arrangements will be coordinated.
- Parents/legal guardians will be promptly informed of arrangements and provided with detailed information.

### Communication with Emergency Services:

- A designated person will liaise with emergency services during incidents, providing essential details about the setting and occupants.

## Employees, Volunteers and Students

**Policy Statement:** At our Settings, we provide an induction for all employees and volunteers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

### Procedures

- We have a written induction plan for all new staff, which includes the following:
  - Introductions to all employees and volunteers
  - Familiarisation with the building, health and safety, and fire and evacuation procedures.
  - Ensuring our policies and procedures are read and adhered to.
  - Introduction to the parents, especially parents of allocated key children where appropriate.
  - Familiarisation with confidential information in relation to any key children where applicable.
  - Details of the tasks and daily routines to be completed.
- The manager inducts new employees and volunteers. A member of the senior management team inducts new managers.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.
- Following induction, we continue to support our staff to deliver high quality performance through regular supervision and appraisal of their work.

### STUDENT PLACEMENTS

We recognise that qualifications and training make an important contribution to the quality of the care and education we provide. As part of our commitment to quality, we offer placements to students undertaking early years qualifications and training. We also offer placements for school pupils on work experience. We aim to provide for students on placement with us, experiences that contribute to the successful completion of their studies and that provide examples of quality practice in early years care and education.

### Procedures

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require students in our setting to have a sufficient understanding and use of English to contribute to the well-being of children in our care.
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students undertaking qualification courses who are placed in our setting on a short-term basis are not counted in our staffing ratios.
- Students (aged 17 and over) and apprentices (aged 16 and over) may be considered to be counted in the ratios if our manager deems them to be suitably qualified and experienced.
- We take out employers' liability insurance and public liability insurance, which covers both students and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We co-operate with students' tutors in order to help students to fulfil the requirements of their course of study.

- We provide students, at the first session of their placement, with a short induction on how our setting is managed, how our sessions are organised and our policies and procedures.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the setting.
- We ensure that trainees and students placed with us are engaged in bona fide early years training, which provides the necessary background understanding of children's development and activities.

## English As An Additional Language (EAL)

**Policy Statement:** At our Settings, English as an additional language (EAL) refers to learners whose first language is not English. We are aware that many children in our setting are learning English as an Additional Language (EAL).

- Some are bi-lingual from birth because their parents use both languages
- Some speak some English at times but are not fluent
- Some speak conversational English but are not able to express more complex thoughts
- Some are at a much earlier stage of learning English.

Some EAL children may have been born in England, yet have had very little exposure to English.

We celebrate the home languages, dialects and accents of all children, staff and others associated with our nursery. We are flexible and open to applications from prospective children from any ethnic or national background.

We ensure that the nursery nurtures an ethos and environment where everybody is valued and where views are taken into consideration and no child is left behind. We strongly believe that every EAL child should be able to develop alongside their peers and get to school prepared and ready to continue their learning.

We recognise that most EAL pupils needing additional support do not have SEN needs. However, should SEN needs be identified, EAL pupils will continue to have equal access to the nursery provision. Similarly, we recognise that there may be EAL pupils who are gifted or talented even though they may not be fluent in English.

We recognise the important role of parents, and we strive to maintain quality partnerships with parents and carers to ensure every possible support is provided. We are aware that children's first language is a base for any new languages they learn later. Children will learn English more easily if their first language is developing well and we communicate this clearly with parents.

Assessment of basic command of the English language is undertaken as part of the ongoing assessment process and appropriate next steps are planned as part of the Early Years Foundation Stage planning cycle.

Planning will involve implementation of speaking and listening fun play-based learning activities to support use of language and evidence differentiation of lessons.

We follow the government initiative of instilling 'British Values' into our daily lessons and learning experiences. The British Values principles teach children the values of democracy, the rule of law, individual liberty and mutual respect and tolerance. This supports our team in creating an inclusive, fair, and respectful environment for our children.

Procedures:

1. We value all children and acknowledge their home culture. Therefore, we promote the involvement of all parents, regardless of their linguistic or cultural background and encourage them to actively participate in the life of the nursery and their children's learning and development. We encourage all parents to get involved and help the children to explore and celebrate a wide range of festivals, cultural events and

traditions. We believe that such an approach greatly benefits the children in the nursery, no matter what their cultural or linguistic background.

2. We reassure parents that using their strongest language at home is beneficial to children holistic development and English learning.

4. We believe that children express themselves and learn the best through doing something that they enjoy. We follow each EAL child's interests and use play opportunities to interact with an EAL child. Facial expressions, eye contact and body language are a key factor in communication, helping the child to feel appreciated and important.

5. We ensure that when we talk to a child with little or no English, we don't use full sentences. We use one and two-word utterances, keeping our speech nice and slow and using gestures. Once the child has started to learn some English words and is confident in using them, we begin to increase the language to simple sentences.

6. We also use lots of visual aids and Makaton signs in communicating with EAL children. We find that images of routine and classroom rules, some objects and puppets are useful in engaging with the EAL child.

7. We are aware that language development occurs more frequently in a small group and in teaching activities led by an adult. Therefore, we provide children with 'language groups and talking tables' activities. These activities help children expand their vocabulary and develop understanding, looking, listening, talking, social skills (e.g., cooperation, turn taking, greetings) early literacy and auditory memory.

9. We understand that repeating, modelling the English language, giving EAL child choices and asking open ended questions are very important. However, at the same time we understand that when a child is starting to learn English, it is very normal for them to go through a silent phase – and this can last up to 6 months. During this time, the child is absorbing what they are learning and building on their understanding, all in preparation for when they feel ready to move to the next stage of speaking.

10. We ensure that all aspects of the curriculum – formal, informal and hidden – must aim to create an understanding of, and interest in, different world societies and to encourage the children to celebrate the diversity of different beliefs, traditions, languages and living patterns.

11. We encourage the EAL child's attempts to communicate in either language, giving lots of praise. It is okay for children to speak in their home language when they are at nursery.

12. We continue to reassure parents that using their strongest language at home is beneficial to children's holistic development and English learning

13. We regularly reflect on our practise and undertake training to make sure that all nursery staff understands how to support EAL children effectively

## Environment Sustainability Policy

**Policy Statement:** At our Settings, we are dedicated to creating an environmentally responsible and sustainable setting, nurturing children's understanding of their role in protecting our planet. This policy is aligned with the revised Early Years Foundation Stage (EYFS, September 2025), supporting children's holistic development through sustainability-focused practices.

### **Waste Reduction and Recycling:**

- Actively reduce waste by limiting single-use products and promoting reusable alternatives.
- Clearly marked recycling bins are provided, with children guided in correctly sorting and recycling materials.

### **Sustainable Practices:**

- Incorporate water-saving devices and energy-efficient practices, including switching off unused lights, heating, and appliances.
- Promote mindful resource use among children through daily routines.

### **Nature-Based Learning:**

- Regular outdoor play and exploration activities are planned to enhance children's connection with nature.
- Activities encourage exploration, observation, and appreciation of the natural environment.

### **Environmental Education:**

- Deliver age-appropriate educational activities on environmental stewardship, focusing on recycling, composting, biodiversity, and climate awareness.
- Engage children in discussions about protecting our environment and responsible citizenship.

### **Nature Conservation:**

- Foster respect and care for plants, animals, and natural ecosystems.
- Provide opportunities such as gardening, birdwatching, and nature walks to encourage understanding and protection of biodiversity.

### **Eco-Friendly Materials:**

- Prioritise the use of non-toxic, environmentally friendly materials in art, crafts, and educational activities.
- Encourage creative reuse and recycling of materials for various activities.

### **Community Engagement:**

- Actively participate in local community sustainability initiatives, including clean-up projects and environmental awareness events.
- Involve children in eco-friendly community projects to reinforce sustainability learning.

### **Sustainable Transportation:**

- Encourage families to adopt sustainable transport methods, such as walking, cycling, or carpooling, for drop-off and pick-up.

**Continuous Improvement:**

- Regularly assess and enhance our sustainability practices, seeking feedback and suggestions from staff, parents, and children.
- Encourage staff innovation in promoting further sustainable improvements.

## Equal Opportunities and Inclusion Policy

**Policy Statement:** At our Settings, we uphold a strong commitment to equal opportunities, diversity, and inclusion, providing an environment where every child is respected, valued, and treated equitably. Aligned with the revised Early Years Foundation Stage (EYFS, September 2025), this policy ensures every child's holistic development is supported regardless of background, ethnicity, religion, or ability.

**Legal Framework:** This policy adheres to the Equality Act 2010, the United Nations Convention on the Rights of the Child (UNCRC), and current EYFS guidelines.

### Promoting Equality and Diversity:

- Actively challenge discrimination, prejudice, and stereotyping to foster positive attitudes towards diversity.
- Create an inclusive and respectful environment celebrating the diverse backgrounds, cultures, and identities of all children and families.

### Supporting Children with Additional Needs:

- Commit to making reasonable adjustments and individualised support to facilitate full participation and inclusion.
- Collaborate closely with parents and external professionals, such as therapists or educational specialists, ensuring tailored support for each child.

### Curriculum and Resources:

- Provide a diverse and inclusive curriculum reflecting various cultures, identities, and abilities.
- Select and utilise resources, including books, toys, and materials, that positively represent diverse family structures, ethnicities, cultures, and abilities.

### Language and Communication:

- Respect and value children's home languages and actively promote bilingualism and multilingualism.
- Use inclusive language practices that validate children's identities and enable authentic self-expression.

### Partnership with Parents:

- Foster active collaboration with parents and guardians, acknowledging their vital role in promoting equality and inclusion.
- Regularly seek parental feedback and participation in creating inclusive strategies and supporting their child's unique needs.

### Staff Training and Development:

- Regularly provide staff with training focused on equal opportunities, inclusive practices, recognising unconscious bias, and supporting children with additional needs.
- Cultivate continuous professional development and reflective practice, ensuring staff remain informed about best practices in inclusion.

## Fees Policy

**Policy Statement:** At our Settings, we are committed to delivering high-quality childcare and early learning experiences. This policy outlines clear, transparent, and fair procedures regarding fees and payments, aligning with the revised Early Years Foundation Stage (EYFS, September 2025).

### Fee Structure:

- Fees are clearly structured based on days and hours of childcare required.
- Parents or guardians will receive a detailed breakdown reflecting their child's specific attendance.

### Payment Schedule:

- Payments are due in advance, either weekly, monthly or half termly, as agreed upon at enrolment.
- Payment due dates will be clearly communicated and consistently enforced.

### Payment Methods:

- Accepted payment methods include electronic bank transfers, cash, or tax free payments.
- Receipts will be issued promptly following payments for any cash payments.

### Late Payment:

- Timely payments are expected; late payments may incur an additional fee.
- Persistent late payments may result in a review of childcare arrangements.

### Absences and Refunds:

- Fees remain payable during planned absences, including holidays and illness.
- No refunds or credits will be provided for missed sessions.

### Additional Fees:

- Parents will be informed clearly and in advance about any extra charges for special events, trips, snacks or late pickups.
- Optional activities with extra fees will include clear communication, and parents can opt-out if desired.

### Fee Reviews and Adjustments:

- Fees are reviewed annually to remain competitive and reflective of service quality.
- Changes to fees will be communicated clearly, in writing, with reasonable notice.

### Fee Arrears:

- Childcare services may be suspended if significant arrears accrue until payment arrangements are resolved.
- Transparent communication will be maintained to resolve financial issues amicably.

### Contract and Agreement:

- A detailed written contract outlining fees and terms will be provided to and signed by parents or guardians.
- This confirms mutual understanding and agreement of fee policies.

**Privacy and Confidentiality:**

- All financial information and payment records are treated with strict confidentiality.

## Female Genital Mutilation (FGM) Policy

**Policy Statement:** At our Settings, we are committed to safeguarding all children in our care from all forms of harm, including Female Genital Mutilation (FGM). We firmly oppose FGM as it is a serious violation of children's rights and UK law. This policy outlines our responsibilities, approach, and procedures for preventing, identifying, and responding to concerns related to FGM.

### Legal Framework:

- Female Genital Mutilation Act 2003
- Children Act 1989
- Multi-agency statutory guidance on female genital mutilation

### Definition of FGM:

- FGM involves any procedure that intentionally alters or causes injury to female genital organs for non-medical reasons. It is illegal in the UK and is considered child abuse.

### Roles and Responsibilities:

- The designated safeguarding lead (DSL) is responsible for ensuring all staff members are aware of the risks associated with FGM.
- Staff members must remain vigilant and report any concerns immediately to the DSL.

### Awareness and Prevention:

- Staff members will receive regular training on recognising the signs of FGM and appropriate response protocols.
- We will actively raise awareness about FGM risks, consequences, and legal implications among parents and carers.

### Identifying Risk:

- Staff will remain vigilant for any signs indicating a child may be at risk, such as discussions around 'special ceremonies' or extended trips to countries known to practice FGM.
- Any concerns will be documented clearly and promptly.

### Reporting Procedure:

- Any suspicion or knowledge of FGM must be reported immediately to the DSL.
- The DSL will report the concern to the appropriate safeguarding authorities as required by law.
- We will work cooperatively with authorities during any subsequent investigations.

### Support for Children:

- Children affected or at risk of FGM will be supported sensitively, with consideration for their emotional and physical well-being.
- We will seek specialist support and guidance as necessary.

**Communication with Parents:**

- We maintain open, respectful communication with parents, encouraging discussions around any cultural practices relevant to FGM.
- Our primary focus remains on safeguarding and protecting the welfare of children.

**Documentation and Record Keeping:**

- Accurate records of any concerns, actions taken, and communication with relevant authorities will be securely kept in line with confidentiality requirements.

# Food Safety Policy

## Policy Statement

At our Settings, we are committed to **providing safe, nutritious, and balanced meals and snacks** that align with the **EYFS 2025 Safer Eating guidelines**. This policy ensures that all food is **prepared, stored, and served** following the **highest safety standards**, protecting the health and well-being of all children in our care.

## Food Handling and Storage

- All **staff involved in food preparation** will complete **accredited food hygiene training** (Level 2 Food Hygiene for Early Years).
- Food will be **stored correctly**, with clear labelling and regular freshness checks.
- Cross-contamination will be **strictly avoided**, and separate storage will be maintained for allergen-containing foods.

## Personal Hygiene

- Staff will **wash hands frequently** before handling food, after handling raw foods, and after any contact with potential contaminants.
- Staff will **not prepare food** if they show signs of illness that could pose a risk to food safety.

## Nutrition

- Snacks will be planned according to **EYFS 2025 nutritional guidance**, ensuring meals are **balanced, varied, and inclusive of cultural and dietary needs**.
- **Special dietary needs, allergies, and intolerances** will be accommodated with **careful consultation** with parents.
- Introduction of **solid foods** for babies will be planned **in consultation with parents**, following a safe and gradual weaning process.

## Allergen Management

- Information about **allergies, intolerances, and dietary requirements** will be obtained **before a child starts** and regularly updated.
- Each child with allergies will have a **nominated staff member** responsible for **checking meal safety** before serving.
- **Allergy action plans** will be developed with parents and healthcare professionals and updated **as necessary**.

## Safe Eating Practices

- A **Paediatric First Aid (PFA) trained staff member** will always be present **when children are eating**.
- Food will be **prepared and served in appropriate sizes and textures** to prevent choking.
- Children will be **seated safely** in highchairs or low chairs during meals.
- Children will be **closely supervised while eating**, with staff sitting **facing the children** to monitor for choking or allergic reactions.
- **Food swapping among children** will be discouraged and monitored.

- Any **choking incidents** will be **recorded and reported** to parents. Regular reviews of near-miss incidents will be conducted to improve safety measures.

### Safe Food Preparation and Temperature Control

- Food will be **cooked, stored, and served at safe temperatures**, with regular checks using calibrated thermometers.
- **Utensils and preparation areas** will be cleaned and sanitised before and after every use.

### Food Service

- Meals and snacks will be **served hygienically**, using appropriate utensils to minimise contamination risks.
- Staff will ensure **clean and safe serving practices** are consistently followed.

### Communication with Parents

- Parents will receive **clear communication** about menus, food safety practices, and allergy management.
- Any **food-related incidents** will be **immediately reported** to parents and recorded.

### Food Poisoning and Illness Management

- If a child shows **symptoms of food poisoning or food-related illness**, immediate steps will be taken to **identify and isolate the source**.
- **Parents and health authorities** will be notified as required.

### Packed lunches

Where we cannot provide cooked meals and children are required to bring packed lunches, we:

- Encourage parents to provide an ice pack to ensure perishable contents of packed lunches are kept cool;
- Inform parents of **EYFS 2025 nutritional guidance**, ensuring meals are **balanced, varied, and inclusive of cultural and dietary needs**
- Encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts, such as yoghurt or crème fraîche. We discourage sweet drinks and can provide children with milk or water
- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort;
- Ensure that adults sit with children to eat their lunch so that the mealtime is a social occasion

## Funded Hours & Charges Policy

**Effective from: 1 April 2025**

**Policy Statement:** At our settings, we are committed to delivering high-quality, affordable, and accessible childcare services in line with the statutory guidance on early education and childcare entitlements. This policy outlines how we offer government-funded early education hours, additional charges, and our approach to transparency in invoicing, in accordance with the latest Early Years Foundation Stage (EYFS) statutory guidance and the Early Education and Childcare Entitlements guidance, effective from 1 April 2025.

### Funded Early Education Entitlement

We offer government-funded childcare places as part of the **15-hour and 30-hour free entitlement scheme** for eligible children aged 9 months to four-year-old children. These funded hours:

- Are available **free of charge** to parents.
- Can be accessed without any mandatory additional charges.
- Are offered during agreed sessions, in line with the EYFS requirements.

### Additional Charges (consumables)

While the government funding covers the cost of delivering high-quality early education, it **does not** cover:

- Meals (breakfast, lunch, snacks, and tea).
- Consumables (nappies, wipes, sun cream, etc.).
- Additional activities such as trips, extra-curricular experiences, or specialist classes.

### Voluntary Contributions:

Parents **may choose** to contribute towards these additional costs, but these charges are entirely optional and must not be a condition of accessing a free place. Reasonable alternatives will be available where possible (e.g., parents may provide a snack instead of purchasing snack).

### Transparency & Invoicing

To ensure transparency and compliance with statutory guidance, our invoices will clearly itemise the following:

1. **Free entitlement hours received.**
2. **Additional private paid hours (if applicable).**
3. **Food charges.**
4. **Non-food consumable charges.**
5. **Activity charges (if applicable).**

If parents choose to opt out of the consumable charge they will be asked to provide their own snack, will be exempt from attending the extra curricular activities and provide their own consumables – a list of which will be provided.

### Charging for Private Hours

Parents **may choose** to book additional private childcare hours beyond their funded entitlement. These additional hours:

- Are subject to standard hourly rates.
- Must not be a requirement for accessing a funded place.

### Deposits & Fees

- A **refundable deposit** may be required to secure a funded place, but this must be returned once the child starts attending.
- **Non-refundable registration fees** must not be charged for entitlement-funded places.

### Flexibility of Hours

- Parents will receive clear information on how many **free hours** they are entitled to per week.
- There will be **no artificial breaks** in free entitlement hours that prevent parents from using their full entitlement in a way that supports their work commitments.
- Patterns of provision will depend on availability within the setting.

## Head Lice Policy

**Policy Statement:** At our Settings, we are committed to maintaining a clean, healthy, and hygienic environment for all children in our care. This policy outlines our proactive approach to preventing and managing head lice infestations, safeguarding children's health and well-being.

### **Prevention:**

- Promote regular head lice prevention education and awareness among staff, children, and parents.
- Provide regular information via newsletters, emails, and posters on effective prevention methods.

### **Identification:**

- Immediately and discreetly inform parents or legal guardians if lice or nits are detected.
- Follow local health authority guidelines for accurate identification and diagnosis.

### **Confidentiality:**

- Maintain strict confidentiality regarding any child's head lice infestation.
- Privately discuss infestations with parents, providing clear guidance on appropriate treatment methods.

### **Exclusion and Return:**

- Temporarily exclude affected children from the setting until appropriate treatment has been completed.
- Allow children to return once treatment has been administered and confirmed as lice-free by the parents.

### **Parental Responsibility:**

- Clearly communicate parental responsibilities for prompt and effective treatment of infestations.
- Provide recommended treatment information and available support resources.

### **Cleaning and Sanitization:**

- Thoroughly clean and sanitize bedding, hats, hairbrushes, and personal items of affected children.
- Regularly maintain cleanliness within the environment to minimize transmission risks.

### **Education and Awareness:**

- Offer ongoing educational materials and resources to staff, parents, and children regarding head lice prevention.
- Encourage regular home head checks and prompt notification if lice are found.

### **Notification to Other Parents:**

- Discreetly inform other parents if an infestation occurs, providing guidance on prevention and checks.
- Maintain sensitivity to ensure privacy and dignity are preserved.

## Health and Safety Policy

**Policy Statement:** At our Settings, we prioritise the health, safety, and well-being of all children, staff, and visitors. This policy outlines our commitment to maintaining a safe and healthy environment, identifying and managing risks, and implementing appropriate measures to prevent accidents and promote well-being.

### Legal Framework:

- This policy adheres to relevant legislation, including the Health and Safety at Work Act 1974, the Management of Health and Safety at Work Regulations 1999, and EYFS 2025 guidelines.
- We comply with the regulatory requirements set by [Insert relevant regulatory body or local authority].

### Risk Assessments:

- Regular risk assessments of premises and outdoor areas are conducted to identify and minimize hazards.
- Areas assessed include equipment, furniture, toys, outdoor spaces, hygiene practices, and activities.
- Risk assessments are reviewed regularly, especially after environmental or activity changes.

### Accidents and Incidents:

- Procedures are in place to respond promptly to accidents and incidents.
- Detailed records of all accidents and incidents are maintained.
- Parents or guardians are immediately informed of significant incidents and must sign relevant documentation.

### First Aid Provision:

- At least one staff member onsite holds a valid and current first aid qualification.
- First aid kits are readily accessible, regularly checked, and restocked.
- Staff members receive regular first aid training and are aware of equipment locations.

### Medication Administration:

- Medication is administered only with written parental consent.
- Medication is securely stored and administered according to instructions.
- Comprehensive records of administered medication are maintained.
- Only prescribed medication may be given.

### Fire Safety:

- Fire safety procedures, including regular fire drills and staff training, are in place.
- Fire equipment such as extinguishers, smoke detectors, and alarms are regularly tested and maintained.
- Emergency exits are clearly marked, unobstructed, and accessible.

### Hygiene Practices:

- High hygiene standards are maintained to prevent illness.
- Regular handwashing routines for staff and children are enforced.
- Good hygiene practices, including respiratory etiquette and regular cleaning of equipment and surfaces, are promoted.

**Outdoor Safety:**

- Outdoor play areas are routinely inspected for hazards.
- Continuous supervision of children during outdoor play.
- Weather conditions are considered when planning outdoor activities.

## Illness Policy

**Policy Statement:** At our Settings, we prioritise the health and well-being of all children in our care. This illness policy outlines our approach to preventing the spread of illnesses and maintaining a safe and healthy environment in alignment with EYFS 2025 guidance.

### Exclusion Criteria:

- Children exhibiting symptoms of illness will be temporarily excluded from the setting to reduce infection risk.
- We adhere to local health authority guidelines on exclusion criteria for common illnesses.

### Parental Communication:

- Parents or legal guardians will be immediately informed if their child becomes ill at the setting.
- Parents are required to arrange prompt collection of their ill child.

**Symptoms Requiring Exclusion:** Children must be excluded if they exhibit:

- Fever (temperature of 100.4°F or higher)
- Vomiting or diarrhoea
- Severe coughing or breathing difficulties
- Severe sore throat or difficulty swallowing
- Persistent or severe headache
- Rash accompanied by fever or behavioural changes
- Red, runny eyes with discharge
- Other symptoms deemed concerning by the setting

### Return Criteria:

- Children may return after being symptom-free for at least 24 hours without fever-reducing medication (except vomiting and or diarrhoea).
- For communicable illnesses, a doctor's note confirming the child is no longer contagious will be required.

### Proper Hand Hygiene:

- Regular handwashing with soap and water (minimum 20 seconds) is encouraged for staff and children.
- Hand sanitizers with at least 60% alcohol will be accessible throughout the setting.

### Cleaning and Sanitization:

- Regular cleaning and sanitization routines are followed, focusing on frequently touched surfaces and toys.
- Bedding, clothing, and items used by ill children will be thoroughly cleaned and sanitized before reuse.

### Health Records and Emergency Contacts:

- Parents must provide current health records, including vaccinations and emergency contacts.

- Emergency contact details will be easily accessible at all times.

**Medication Administration:**

- Medication administration follows strict guidelines and is conducted with written parental consent.
- All medications are securely stored and administered according to instructions and regulations.
- We hold an emergency bottle of Calpol & Piriton which will be administered in emergencies only. Parents will be asked to sign a permission form in advance for this.

**Reporting Illness Outbreaks:**

- Suspected contagious illness outbreaks will be promptly reported to local health authorities.

## Infection Control / Hygiene Policy

**Policy Statement:** At our Settings, we are committed to providing a safe, healthy, and hygienic environment, aligning fully with the EYFS 2025 standards. This policy outlines our approach to preventing infection spread and maintaining high standards of cleanliness and hygiene.

### Hand Hygiene:

- Staff, children, and visitors will practice regular and effective hand hygiene.
- Handwashing with soap and water for at least 20 seconds is mandatory:
  - Before and after handling food
  - After using the toilet or changing nappies
  - After coughing, sneezing, or blowing the nose
  - After touching potentially contaminated surfaces

### Respiratory Hygiene:

- Children and staff will be educated about respiratory hygiene, emphasizing covering the mouth and nose with a tissue or elbow when coughing or sneezing.
- Tissues and no-touch bins will be available throughout the setting.

### Cleaning and Sanitisation:

- Regular cleaning and sanitisation will occur using approved disinfectants.
- High-touch surfaces, toys, and equipment will be sanitized multiple times daily.

### Illness Management:

- Children exhibiting symptoms of illness will be temporarily excluded from the setting.
- Local health authority guidelines on illness management will be strictly followed.

### Isolation Area:

- A dedicated isolation area will be provided for sick children awaiting collection by parents or authorised contacts.

### Personal Protective Equipment (PPE):

- Staff will use appropriate PPE such as disposable gloves, aprons, and face masks when required.
- PPE will be mandatory during activities involving potential contact with bodily fluids or contaminated materials.

### Food Hygiene:

- Strict food preparation and handling protocols will be adhered to, preventing contamination.
- Staff will practice rigorous hand hygiene before and after food handling.
- Food storage and cooking will maintain safe temperature standards.

### Communication with Parents:

- Parents or legal guardians will be promptly informed of illness outbreaks or contagious conditions in the setting.
- Parents must notify the setting if their child becomes ill and adhere to the return criteria following illness.

**Health Records:**

- Up-to-date health records, including vaccination documentation, will be maintained confidentially and securely.

## Internet Safety Policy

**Policy Statement:** At our Settings, we prioritise the safety and well-being of all children in our care, including their use of the internet and electronic devices. This Internet Safety Policy outlines our approach to promoting safe and responsible internet usage in our setting, aligning with the EYFS 2025 requirements.

### Internet Usage Guidelines:

- Children will have supervised and limited access to the internet during their time in the setting.
- Internet usage will be primarily for educational and age-appropriate purposes, such as educational games and research activities.

### Age-Appropriate Content:

- All online content and websites accessed by children will be carefully selected to ensure suitability for their age and developmental stage, following EYFS 2025 guidelines.
- Staff will review and pre-approve websites and applications before children use them.

### Supervision and Monitoring:

- Children's internet usage will be supervised by staff to ensure their safety and to prevent inappropriate content or interactions.
- Staff will be present and actively engaged during online activities.

### Privacy and Data Protection:

- Children's personal information and images will not be shared online without explicit parental consent.
- Staff will ensure that any online platforms used for educational purposes prioritise privacy and data protection, complying with GDPR regulations.

### Cyberbullying Prevention:

- Children will be educated about the importance of treating others with kindness and respect, both online and offline.
- Any instances of cyberbullying or negative online interactions will be addressed promptly and appropriately.

### Password Protection:

- Staff will ensure that devices used by children are password-protected to prevent unauthorised access to sensitive information.
- Children will not be allowed to share passwords or personal information with others.

### Educating Children:

- Children will receive age-appropriate education on internet safety, including potential risks and how to respond to them, in line with EYFS 2025 educational objectives.
- Topics such as not sharing personal information online and understanding the concept of online strangers will be covered.

**Parental Consent and Communication:**

- Parents or legal guardians will be required to provide written consent for their child to access the internet while in the setting.
- Parents will be informed about the setting's internet safety measures and educational activities.

**Reporting Concerns:**

- Staff will remain vigilant for any signs of inappropriate internet usage or online interactions.
- Any concerns or incidents will be reported to parents, and appropriate action will be taken to address the situation.

## Looked After Children

**Policy Statement:** At our Settings we are committed to providing quality provision based on equality of opportunity for all children and their families. All staff in our provision are committed to doing all they can to enable 'looked after' children in our care to achieve and reach their full potential. Children become 'looked after' if they have either been taken into care by the local authority or have been accommodated by the local authority (a voluntary care arrangement). Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s). We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse or neglect. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken into the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has an impact on their emotional well-being. Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. We place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on two important concepts: attachment and resilience. The basis of this is to promote secure attachments in children's lives, as the foundation for resilience. These aspects of well-being underpin the child's responsiveness to learning and enable the development of positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

### Principles

- The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.
- We offer places for one to four-year-olds who are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and that they will have formed a secure attachment to the carer. We expect that the placement in the setting will last a minimum of six weeks.
- Where a child who normally attends our setting is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

### Procedures

- Every child is allocated a key person, and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professional s and practitioners involved with the child and his or her family and ensure that appropriate information is gained and shared.
- The setting recognises the role of the local authority children's social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially about the birth parent's or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there may be a professional's meeting to determine the objectives of the placement and draw up a care plan that incorporates the child's learning needs.
- If a care plan is necessary, it will consider issues for the child such as:
  - their emotional needs and how they are to be met;
  - how any emotional issues and problems that affect behaviour are to be managed;

- their sense of self, culture, language(s) and identity – and how this is to be supported;
- their need for sociability and friendship;
- their interests and abilities
- how any special needs will be supported?
- In addition, the care plan will also consider:
  - how information will be shared with the foster carer and local authority (as the ‘corporate parent’) as well as what information is shared with whom and how it will be recorded and stored;
  - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
  - what written reporting is required;
  - wherever possible, and where the plan is for the child to return home, the birth parent(s) should be involved in planning; and
  - with the social worker’s agreement, and as part of the plan, the birth parent(s) should be involved in the setting’s activities that include parents, such as outings and fun days etc alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the ‘proximity’ stage is followed until it is visible that the child has formed a enough relationship with his or her key person for them to act as a ‘secure base’ to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further distress or anxiety to the child.
- In the first two weeks after settling-in, the child’s well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage prime and specific areas of learning and development.
- Concerns about the child will be noted in the child’s file and discussed with the foster carer.
- If the concerns are about the foster carer’s treatment of the child, or if abuse is suspected, these are recorded in the child’s file and reported to the child’s social worker according to the setting’s safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.
- The transition to school will be handled sensitively. The designated person and/or the child’s key person will liaise with the school, passing on relevant information and documentation with the agreement of the child’s social worker as detailed in the care plan.

## Loss & Damage to Personal Property Policy

**Policy Statement:** At our Settings, we are committed to providing a safe and respectful environment for all children in our care. This Loss & Damage to Personal Property Policy outlines our approach to managing situations involving loss or damage to personal property brought by children or staff members to the setting, as well as instances where children cause damage to the setting's property.

### **Personal Property Responsibility:**

- While we strive to create a secure environment, the setting cannot take responsibility for loss, damage, or theft of personal property.

### **Personal Property Guidelines:**

- Parents or legal guardians will be informed that personal items brought to the setting should be clearly labelled with the child's name.
- Items that are potentially valuable, fragile, or irreplaceable should be considered carefully before being brought to the setting.

### **Setting's Responsibility:**

- Staff members will encourage children to keep their personal items in designated areas.
- Staff members will promote responsible behaviour and respectful treatment of personal property among children.

### **Communication with Parents:**

- Parents or legal guardians will be informed about the setting's policy regarding personal property in advance.
- Parents will be encouraged to communicate directly with their child about the importance of taking care of their belongings.

### **Reporting Loss or Damage:**

- If loss or damage to personal property occurs within the setting, parents or legal guardians will be notified promptly.
- Managers will document the incident, including the circumstances and any actions taken.

### **Damage to Property:**

- In cases where a child causes damage to the settings property (e.g., breaking a toy), parents or legal guardians will be notified immediately.
- The setting reserves the right to request reimbursement for repair or replacement costs incurred due to the damage caused by the child.

### **Replacement Responsibility:**

- The setting will not be liable for replacing lost, damaged, or stolen personal items.
- Parents or legal guardians will be responsible for replacing or repairing any lost or damaged personal property.

**Education and Prevention:**

- Children will be educated about the importance of keeping personal items safe and looking after their belongings.
- Staff members will encourage children to place personal items in secure areas during activities.

**Conflict Resolution:**

- In case of disputes or disagreements related to loss or damage to personal property, including damage to the settings property, the Manager will work collaboratively with parents or legal guardians to find a resolution.

## Lost Child Policy

**Policy Statement:** At our Settings, we are committed to ensuring the safety and security of all children in our care. This Lost Child Policy outlines our approach to preventing and responding to situations involving a lost child to ensure their prompt and safe return to their parent or legal guardian.

### **Preventive Measures:**

- Children will be supervised at all times, both indoors and outdoors.
- Regular headcounts will be conducted to ensure all children are accounted for.

### **Arrival and Departure Procedures:**

- Parents or guardians must sign in their child upon arrival and sign out at departure.
- Any change in the person collecting the child must be communicated clearly to the setting in advance.

### **Outdoor Activities:**

- Outdoor activities will be carefully planned and closely supervised.
- Clear boundaries will be established, and regular visual checks will be conducted.

### **Buddy System:**

- A buddy system will be encouraged during outings and group activities.
- Older children may be paired with younger ones to enhance safety and supervision.

### **Identification:**

- Identification badges or wristbands will be worn by children during outings, displaying the child's name and the contact information.

### **Staff Training:**

- All staff will receive regular training on Lost Child Policy procedures and responses.
- Staff will be fully informed about the setting's layout, emergency contacts, and safety procedures.

### **Immediate Action:**

- An immediate search of the premises will commence if a child is suspected lost.
- The DSL will coordinate the search efforts and communicate with the team throughout.

### **Contacting Parents:**

- Parents or legal guardians will be informed immediately if the child cannot be located within a reasonable timeframe.
- Clear details about the situation and actions being taken will be provided.

### **Notifying Authorities:**

- If the child remains unaccounted for, the local authorities and relevant agencies will be informed promptly.

**Post-Incident Review:**

- A thorough review will be conducted after any incident to identify areas for improvement.
- Policy and procedures will be updated based on insights gained from the review.

# Manual Handling Policy

**Policy Statement:** At our Settings, we are committed to providing a safe and healthy environment for all children and staff members. This Manual Handling Policy outlines our approach to minimising the risk of injury associated with manual handling activities, including situations where children need to be handled safely for their well-being within the setting.

## Definition of Manual Handling:

- Manual handling refers to any activity that involves the lifting, carrying, pushing, or pulling of objects or children by hand or bodily force.

## Risk Assessment:

- Staff members will conduct thorough risk assessments before engaging in any manual handling activity involving children.
- Risk assessments will consider the child's age, size, physical capabilities, and any special needs.

## Alternatives to Manual Handling:

- Whenever possible, alternatives to manual handling of children will be explored to minimise injury risks to both staff and children.
- Strategies such as using equipment, encouraging independent movement, or seeking assistance from another staff member will be considered.

## Training and Education:

- Staff members involved in manual handling activities will receive appropriate training.
- Training will include safe handling techniques, proper lifting postures, and methods to prevent strain or injury.

## Safe Handling Techniques for Children:

- Staff members will be educated on how to safely lift and carry children, considering each child's age and physical development.
- Techniques such as bending the knees, using legs to lift, and maintaining close contact with the child's body will be emphasised.

## Communication:

- Managers will communicate openly with staff members about any existing injuries, health conditions, or limitations affecting their ability to handle children safely.

## Children's Safety:

- Manual handling of children will only be carried out when necessary for their safety and well-being.
- Staff members will be trained to recognise situations where manual handling is required to prevent harm or injury to the child.

## Support for Staff:

- Staff members facing challenges in manual handling due to pregnancy, health conditions, or other factors will receive additional support and adjustments as necessary.

**Reporting and Review:**

- Staff members will report any incidents or near-misses related to manual handling of children.
- Regular reviews of manual handling procedures will be conducted to identify areas for improvement.

## Maternity Policy

**Policy Statement:** At our Settings, we value and support our staff members, recognising the importance of providing a supportive and understanding environment during pregnancy and maternity leave. This Maternity Policy outlines our approach to managing maternity leave and ensuring a smooth transition for staff members and the setting.

### **Notification and Communication:**

- Staff members who are pregnant are encouraged to inform the SMT as early as possible.
- Open and confidential discussions regarding maternity leave intentions will be held between staff members and the Manager.

### **Maternity Leave Entitlement:**

- Staff members will be entitled to maternity leave in accordance with statutory regulations and provisions detailed in their employment contract.

### **Maternity Pay:**

- Staff members may be entitled to statutory maternity pay or as detailed within the employment contract.
- Clear information regarding maternity pay entitlement and the claiming process will be provided.

### **Maternity Leave Duration:**

- The duration of maternity leave will adhere to statutory regulations and any specific terms outlined in the employment contract.

### **Keeping in Touch (KIT) Days:**

- Staff members on maternity leave may choose to participate in Keeping in Touch (KIT) days voluntarily.
- KIT days help maintain connections and stay updated with changes within the setting.

### **Returning to Work:**

- Staff members should communicate their intended return-to-work date in advance.
- A collaborative approach will ensure a smooth transition back into the work environment.

### **Flexible Working:**

- Staff returning from maternity leave may request flexible working arrangements, such as adjusted working hours or remote work, where feasible.

### **Health and Well-Being:**

- The health and well-being of staff during pregnancy and upon return from maternity leave will be prioritised.
- Reasonable adjustments will be made as required to accommodate individual needs.

**Maternity Cover:**

- Temporary maternity cover may be arranged during staff absence to ensure continuity of care for the children.

**Keeping Informed:**

- Regular updates will be provided to staff members regarding significant developments within the setting during their absence.

**Confidentiality:**

- Confidentiality of staff members' pregnancy and maternity-related information will be maintained at all times.

# Medication Policy

## **Policy Statement:**

At our Settings, we prioritise the health and safety of all children in our care. This policy outlines our procedures for administering medication to children when necessary, ensuring medication is managed safely, responsibly, and in alignment with EYFS 2025 guidance.

## **Administering Medication:**

- Only prescribed medication will be administered to children in our care.
- Staff members administering medication will be trained in medication administration and will adhere to dosage and timing instructions provided by parents or legal guardians.

## **Medication Authorisation:**

- Parents or legal guardians must provide written consent and complete a medication authorisation form for each medication that requires administration.
- The medication authorisation form must include the child's name, medication name, dosage, administration instructions, possible side effects, and parental signature.
- Medication authorisation forms must be updated whenever there are changes to the child's medication or dosage.

## **Medication Storage:**

- All medication will be securely stored in a designated area out of reach of children.
- Medications requiring refrigeration will be stored in a clearly labelled, separate container or fridge.
- Medication will remain in its original packaging with the original label intact, clearly indicating the child's name and dosage.

## **Medication Administration Record (MAR):**

- A Medication Administration Record (MAR) will be maintained for each child receiving medication.
- The MAR will record the date and time medication is administered, dosage given, and initials of the administering staff member.
- Parents or legal guardians can receive a copy of the MAR following medication administration.

## **Medication Expiry and Disposal:**

- Expired or unnecessary medications will be returned to the parent or legal guardian for proper disposal.
- Medication past its expiration date or damaged medication will not be administered.

## **Emergency Medications:**

- Parents or legal guardians must provide written authorisation for administering emergency medication (e.g., Calpol or Piriton).
- Emergency medications will be stored in an easily accessible, labelled container in a secure location, and staff members will receive appropriate training.

## Mobile Phone, Camera, and Photographs Policy

**Policy Statement:** At our Settings, we are committed to maintaining the privacy, safety, and well-being of all children in our care, in line with the EYFS 2025 guidelines. This policy outlines our approach to the use of mobile phones, cameras, and taking photographs within the setting to ensure the protection of children and their families.

### Mobile Phone Usage:

- Personal mobile phones must not be used by staff members during working hours, except in emergencies.
- Any emergency calls must be managed responsibly, ensuring children remain adequately supervised.
- Managers may use their personal mobile phone for work purposes only and never take into the toilet or anywhere that may pose a risk to the children.

### Camera and Photography Guidelines:

- Personal cameras or recording devices are prohibited from capturing images or videos of children within the setting.
- Only authorised devices provided by the setting will be used for photographing or recording children.

### Taking Photographs:

- Photographs of children will be taken only with explicit written permission from parents or legal guardians.
- All photographs must be respectful, appropriate, and relevant to learning activities.

### Parental Consent:

- Written consent will clearly outline permissible uses of photographs, such as developmental records, newsletters, or internal updates.
- Parents retain the right to withdraw their consent at any time.

### Use of Photographs:

- Photographs will strictly be used for education-related purposes, such as documenting learning progress or sharing activity updates with parents.
- Images will not be shared publicly or on social media without separate and explicit consent from parents.

### Storage and Privacy:

- Photographs will be securely stored and accessible only to authorised personnel.
- Photographs will be appropriately archived or deleted when no longer required.

### Sharing with Parents:

- Regular photographic updates will be shared with parents to keep them informed of their child's activities, achievements, and experiences.

**Staff Training:**

- Staff will undergo regular training emphasising privacy, responsible device usage, and safeguarding practices concerning photography.

**Lost or Stolen Devices:**

- Measures will be in place to protect devices containing photographs or sensitive information from loss or theft.
- Immediate action will be taken in the event of a lost or stolen device, including notification to relevant parties and authorities if necessary.

**Reporting Concerns:**

- Any unauthorised or inappropriate use of mobile phones, cameras, or photographs must be reported immediately to the designated safeguarding lead.

**Multiple Contact Policy**

**Policy Statement:** At our Settings, we are committed to ensuring the safety and well-being of the children in our care. This Multiple Contact Policy outlines our procedures for situations where multiple individuals may be authorised to collect a child from our setting, in line with the EYFS 2025 requirements.

**Authorised Contacts:**

- Parents or legal guardians will provide a list of individuals authorised to collect their child from the setting.
- Only those individuals listed as authorised contacts will be permitted to collect the child.

**Identification Verification:**

- Staff members will verify the identity of individuals collecting children by asking for photo identification or using a predetermined identification code.

**Written Consent:**

- Parents or legal guardians must provide written consent for each authorised contact, specifying their name, relationship to the child, and contact details.
- Consent forms will be securely kept on file and regularly updated.

**Communication:**

- Parents or legal guardians will inform the setting in advance about any changes to the authorised contacts list.
- If an unauthorised individual attempts to collect the child, the staff will immediately contact the parent or legal guardian for verification.

**Emergency Contacts:**

- Parents or legal guardians must provide up-to-date contact information for emergency contacts who can be reached if primary authorised contacts are unavailable.

**Temporary Changes:**

- Temporary changes to the authorised contacts list must be communicated clearly to the setting in advance.
- Staff will verify these changes before releasing the child to anyone not listed on the standard authorised contacts list.

**Conflict Resolution:**

- In the event of any disputes or concerns regarding authorised contacts, staff will work collaboratively with parents or legal guardians to find an appropriate resolution.

**Child's Safety:**

- The setting will prioritise the child's safety by strictly adhering to the authorised contacts list and following identification verification procedures.

## Nappy and Toilet Training Policy

**Policy Statement:** At our Settings, we are committed to promoting the comfort, hygiene, and development of all children in our care. This policy outlines our procedures for nappy changing and toilet training, ensuring children's needs are consistently met in line with EYFS 2025 guidelines.

### Nappy Changes:

- Nappy changes will be provided regularly and promptly to ensure children's comfort and hygiene.
- Changes will take place in a private, designated area to ensure dignity and privacy.

### Hygiene Practices:

- Staff will follow strict hygiene routines during nappy changes, including thorough handwashing and the use of disposable gloves.

### Individual Supplies:

- Parents or legal guardians must supply nappies, wipes, creams, and other necessary items clearly labelled with the child's name.
- Staff will promptly communicate with parents when supplies need replenishing.

### Communication with Parents:

- Regular communication with parents will occur regarding their child's nappy-changing routines and any notable changes or concerns.

### Toilet Training Support:

- Toilet training will be supported according to each child's individual readiness and developmental stage.
- Close collaboration with parents will ensure consistency between home and the environment.

### Consistency:

- Toilet training approaches will be consistent with methods used by parents at home to provide continuity and reinforce learning.

### Potty Training Supplies:

- Parents are required to provide a potty or training seat, spare clothing, and any additional resources necessary for effective toilet training.
- Staff will maintain the cleanliness and sanitation of all toilet training equipment.

### Privacy and Dignity:

- Staff will ensure that children have appropriate privacy during nappy changes and toilet training to respect their dignity.

### Positive Reinforcement:

- Positive reinforcement techniques, including praise and encouragement, will be consistently used to create a supportive toilet training experience.

**Handling Accidents:**

- Staff will handle any toileting accidents sensitively, providing clean clothing and emotional support to the child.
- Parents will be informed promptly about any accidents and the actions taken.

## Non-Collection of Children Policy

**Policy Statement:** At our Settings, the safety and well-being of the children in our care is our top priority. This policy outlines our procedures for handling situations where a child is not collected at the agreed-upon time, ensuring the child's safety, security, and appropriate care in line with EYFS 2025 requirements.

### Parental Responsibility:

- Parents or legal guardians are responsible for ensuring the timely collection of their child at the agreed-upon pick-up time.
- Parents must inform the Manager in advance of any changes to regular pick-up arrangements or if someone else will be collecting the child on their behalf.

### Collection Procedures:

- If a child is not collected at the agreed-upon time, the DSL will immediately attempt to contact the parents or legal guardians using the provided contact information.
- If the parents or legal guardians are unreachable, the DSL will contact emergency contacts listed on the child's registration form.
- All contact attempts, including times, methods, and responses received, will be documented clearly.

### Extending Care:

- If reasonable attempts to contact parents, legal guardians, and emergency contacts fail, the DSL will continue to care for the child until suitable arrangements are made.
- The DSL will ensure the child's comfort, safety, and emotional well-being during this extended care period.
- Documentation will include the duration of extended care, activities provided, and any relevant observations concerning the child's welfare.

### Emergency Services:

- If all attempts to reach the parents, legal guardians, and emergency contacts are unsuccessful and extended care is no longer possible, the DSL will promptly notify the appropriate local authority and emergency services.
- The DSL will adhere to the guidance and instructions given by the authorities to ensure the child's ongoing safety and protection.

### Records and Documentation:

- Accurate records of non-collection incidents, including attempts to contact parents or emergency contacts, duration of extended care, and communications with authorities, will be maintained.
- These records will be kept confidential, securely stored, and comply with data protection guidelines.

### Communication with Parents:

- After resolution, the DSL will discuss the non-collection incident with parents or legal guardians, addressing any concerns and identifying measures to prevent future occurrences.
- Emergency contact information will be reviewed and updated as necessary.

## Non-Mobile Child Policy

### **Policy Statement:**

At our Settings, we are committed to providing a safe and developmentally appropriate environment for all children in our care. This Non-Mobile Child Policy outlines our approach to caring for infants and young children who are not yet mobile and require specialised attention and care.

### **Definition of Non-Mobile Children:**

- Non-mobile children refer to infants and young children who have not yet developed the ability to independently move, crawl, or walk.

### **Individualised Care:**

- Staff will provide individualised care to non-mobile children based on their developmental needs and preferences.

### **Supervision and Interaction:**

- Staff will ensure constant supervision and engagement with non-mobile children to promote their cognitive, emotional, and physical development.

### **Tummy Time:**

- Staff will incorporate regular tummy time sessions to promote muscle development and prevent flat spots on the back of the baby's head.

### **Positioning:**

- Staff will be attentive to the proper positioning of non-mobile children, including avoiding extended periods in one position to prevent discomfort.

### **Feeding:**

- Staff will follow parents' instructions and schedules for feeding non-mobile children, whether breastfeeding or bottle feeding.
- Any dietary requirements or allergies will be documented and strictly adhered to.

### **Communication with Parents:**

- Staff will maintain open communication with parents or legal guardians about their child's daily routine, feeding habits, and any concerns.

### **Nappies and Hygiene:**

- Staff will perform nappy changes as needed to ensure the child's comfort and hygiene.
- Proper handwashing and hygiene practices will be followed before and after nappy changes.
- Nappy-changing areas will be cleaned and sanitised after each use.

### **Interaction and Stimulation:**

- Staff will engage non-mobile children in age-appropriate sensory activities, songs, and gentle play to stimulate their development.
- Activities will be tailored to support the child's physical and cognitive milestones.

#### **Sleep:**

- Staff will create a **safe sleep environment** for non-mobile children, following recommended **safe sleep practices** to reduce the risk of Sudden Infant Death Syndrome (SIDS).
- Sleep positioning and bedding will comply with the latest **EYFS 2025 sleep safety guidelines**.

#### **Documentation:**

- Staff will maintain accurate records of feeding, diaper changes, sleep patterns, and developmental milestones for each non-mobile child.

#### **Transition to Mobility:**

- Staff will closely monitor each non-mobile child's developmental progress and communicate with parents when the child begins to show signs of mobility.
- Parents will be provided with guidance on **supporting mobility development** at home.

## Nutrition (Healthy Eating) Policy

### Policy Statement:

At our Settings, we are committed to promoting the health and well-being of the children in our care through nutritious and balanced meals and snacks. This policy outlines our commitment to providing **healthy eating practices** and fostering **positive attitudes** towards food and nutrition.

### Nutritional Guidelines:

- We follow **national nutritional guidelines** for early years, ensuring that meals and snacks provided meet the **nutritional needs** of children in our care.
- Meals are balanced and include a variety of **food groups**, such as **fruits, vegetables, grains, proteins, and dairy products**.
- We avoid **processed and high-sugar foods where possible**, focusing on **fresh, whole, and nutrient-rich** options.

### Menus:

- Menus are planned in advance and shared with parents or legal guardians.
- A **diverse range of meals and snacks** is provided to introduce children to **new foods and flavours**, accommodating individual **dietary preferences and restrictions**.
- We encourage **seasonal and locally sourced** ingredients whenever possible.

### Allergies and Special Dietary Requirements:

- Parents or legal guardians must inform us of any **allergies or special dietary requirements** their child may have.
- We **strictly adhere** to allergy management protocols to **prevent cross-contamination**.
- We work closely with parents to accommodate **cultural, medical, and ethical dietary requirements**.

### Water and Hydration:

- Children are encouraged to drink **water regularly** to stay hydrated throughout the day.
- **Water is always available and accessible** during session hours.
- **Sugary drinks, juice and fizzy drinks are not permitted** in the setting.

### Mealtime Environment:

- We create a **positive and relaxed** mealtime environment, allowing children to **eat at their own pace** and develop **healthy eating habits**.
- Staff members **sit with the children** during mealtimes, promoting **social interaction** and modelling **good eating behaviours**.
- Children are encouraged to develop **independence**, such as using utensils and serving themselves where appropriate.

### Food Safety:

- We follow **strict food safety practices**, ensuring that all food is **stored, prepared, and served safely** to minimise the risk of foodborne illnesses.

- **Kitchen and food preparation areas** are cleaned regularly and inspected for hygiene compliance.
- We adhere to **safe food handling and storage regulations** to ensure freshness and prevent contamination.

#### **Promoting Healthy Eating Habits:**

- Children are encouraged to **explore and try new foods**, fostering a **positive attitude** towards healthy eating.
- We use **positive language** when discussing food and eating habits, avoiding **negative associations** with specific foods.
- We do not **force** children to eat but encourage **gentle exposure** to a variety of foods.

#### **Nutrition Education:**

- Nutrition education is integrated into **daily activities**, teaching children about the importance of **healthy eating and the benefits of nutritious foods**.
- Age-appropriate **cooking and food preparation activities** help children understand where food comes from and how meals are made.
- We encourage hands-on experiences such as **gardening** and learning about **sustainable food choices**.

#### **Parents' Involvement:**

- Parents are encouraged to **share information** about their child's eating habits and preferences to ensure **continuity** between home and the setting.
- We provide **resources and information** about **healthy eating practices, meal planning, and balanced nutrition** to support families.
- Parents are invited to **give feedback** on menus and suggest culturally relevant foods.

# Outdoor Play Policy

## Policy Statement:

At our Settings, we recognise the importance of **outdoor play** in promoting children's **physical, cognitive, and social development**. This policy outlines our approach to providing **safe, enriching, and engaging outdoor play experiences** that align with EYFS 2025 guidance.

## Importance of Outdoor Play:

- Outdoor play provides children with opportunities for **exploration, physical activity, creativity, and connection with nature**.
- Engaging in **active play outdoors** supports **gross motor skills, problem-solving abilities, and social interactions**.
- We ensure that outdoor play is **inclusive, accessible, and developmentally appropriate** for all children.

## Outdoor Play Environments:

- Our **outdoor play areas** are designed to be **safe, stimulating, and age-appropriate**.
- Outdoor equipment and materials are **regularly inspected, cleaned, and maintained** to ensure **safety and hygiene**.
- Natural elements such as **plants, sand, water, and logs** are included to support **sensory exploration and imaginative play**.

## Weather Considerations:

- Outdoor play will be **accessible in all seasons**, except in cases of **extreme weather conditions** that pose a safety risk.
- Children will be dressed **appropriately for the weather**, including **waterproof clothing, sun hats, or warm layers** as needed.
- Sunscreen will be applied as necessary, following **parents' preferences and health guidelines**.

## Supervision:

- **Active supervision** will be provided by staff members to ensure **children's safety and engagement**.
- Staff-to-child ratios will be maintained in accordance with **EYFS regulations** to ensure appropriate support.
- Supervision will encourage **independent exploration** while ensuring **risk management and safeguarding**.

## Risk and Challenge:

- We provide opportunities for **manageable risk and challenge** to **foster resilience, confidence, and problem-solving skills**.
- Children are encouraged to **assess and navigate risk safely**, with Staff guiding them in **decision-making**.
- Risk assessments are conducted **regularly** to balance **safety and developmentally appropriate challenges**.

## Sun Safety:

- Sun safety is a priority, and we will:
  - Apply **parent-approved sunscreen** when necessary.
  - Encourage children to wear **hats and protective clothing**.
  - Provide **shaded areas** for rest and cooling down.
- Parents will be informed about our **sun protection policy** and are encouraged to provide **sun-safe clothing**.

### Outdoor Play Curriculum:

- Outdoor play is **integrated into the curriculum**, providing **structured and free-play opportunities**.
- Activities include:
  - **Nature exploration** (bug hunts, gardening, water play).
  - **Physical development** (climbing, balancing, running).
  - **Creative play** (role-playing, storytelling, music).
  - **STEM-based learning** (exploring weather, building with natural materials).

### Outdoor Play Schedule:

- Children will have **regular, scheduled outdoor play** sessions to promote **physical activity and well-being**.
- Outdoor time will be **adapted** to suit children's **ages, preferences, and developmental needs**.

### Nature Connection:

- We will incorporate **nature-based learning** into outdoor play, helping children:
  - Understand the **environment and sustainability**.
  - Develop an **appreciation for wildlife and plants**.
  - Engage in **gardening and outdoor creative activities**.

### Outdoor Safety:

- Regular **safety assessments** of the outdoor play area will be conducted, with **hazards promptly addressed**.
- Emergency procedures, including **first aid, incident reporting, and evacuation plans**, will be in place for outdoor activities.
- Children will be taught **outdoor safety rules**, such as safe climbing, road awareness, and respecting boundaries.

### Communication with Parents:

- Parents will be informed about our **outdoor play policy** and **planned outdoor activities**.
- Any **concerns, allergies, or medical conditions** affecting outdoor play will be discussed with parents.
- Parents are encouraged to provide **weather-appropriate clothing and footwear** for outdoor activities.

# Outings Policy

## Policy Statement:

At our Settings, we recognise the value of **outings** in enriching children's learning experiences and **connecting them with their community and natural environment**. This policy ensures that all outings are **safe, well-planned, and developmentally appropriate**, aligning with **EYFS 2025 guidance**.

## Purpose of Outings:

- Outings provide children with opportunities for **new experiences, hands-on learning, and social development**.
- Activities will support children's **physical, emotional, and cognitive development** in line with the EYFS curriculum.
- We encourage **exploration, independence, and curiosity** by introducing children to different environments, people, and cultural settings.

## Planning and Preparation:

- Outings are **planned in advance**, considering children's **ages, needs, and interests**.
- A **risk assessment** will be conducted before each outing to **identify potential hazards and implement safety measures**.
- Outings will be designed to be **inclusive and accessible** for all children, including those with **special educational needs or disabilities (SEND)**.

## Parental Consent:

- Parents or legal guardians will receive **detailed information** about each outing in advance, including:
  - The **destination**
  - The **mode of transportation**
  - Expected **timings**
  - Any **special requirements** (clothing, packed lunch, etc.)
- **Written parental consent** will be required before each outing.

## Ratios and Supervision:

- We will **strictly follow the EYFS** staff-to-child **ratios** during outings to ensure **safety and appropriate supervision**.
- Extra precautions will be taken in **busy locations**, such as **public parks, museums, and transport hubs**.
- Children will be encouraged to use the **buddy system** for added safety.

## Safety Measures:

- Children will be given **clear safety instructions** before and during the outing.
- Staff will ensure that children:
  - **Stay together as a group**
  - Are **aware of boundaries**
  - Understand **road safety and stranger awareness**

- High-visibility clothing or wristbands with **emergency contact details** may be used for additional safety.

#### Emergency Preparedness:

- A **fully stocked first aid kit** will be carried on all outings.
- **Emergency contact details** for all children, along with necessary **medications** (e.g., EpiPens, inhalers), will be readily accessible.
- In the event of an emergency:
  - Staff will follow the **designated emergency procedures**.
  - Parents will be contacted **immediately if needed**.

#### Communication:

- Children will be **engaged in discussions** before outings about the destination, expectations, and safety rules.
- Parents will be kept informed about **outings in advance**, and any specific requirements will be communicated.

#### Cultural and Religious Considerations:

- Outings will be **inclusive**, ensuring all children feel comfortable and valued.
- Any **dietary or religious considerations** will be respected when choosing destinations and planning meals/snacks.

#### Additional Staff:

- For **larger groups** or outings with **heightened risk factors**, additional staff or **parent volunteers** may be included to enhance supervision.
- All supervising adults will be **briefed on safety procedures** before the outing.

#### Record Keeping:

- Records of each outing will be maintained, including:
  - **Parental consent forms**
  - **Risk assessments**
  - **Incident reports**, if applicable
  - **Emergency contact lists**

#### Alternate Plans:

- **Weather conditions** and **unexpected disruptions** will be accounted for with **backup plans or alternative destinations**.
- If an outing is cancelled, children will engage in an **indoor or alternative outdoor activity**.

# Paediatric First Aid (PFA) Policy

## Policy Statement

At our Settings, the health and safety of all children in our care is a top priority. We are committed to ensuring that all staff, including students, volunteers, and apprentices, are confident and competent in responding to accidents, injuries, and emergencies. This policy sets out our approach to ensuring that all relevant individuals included in staff-to-child ratios hold up-to-date, appropriate Paediatric First Aid (PFA) certification.

## Paediatric First Aid Certification Requirements

- All staff counted in the staff-to-child ratio **must hold a full and valid PFA certificate**.
- In line with EYFS 2025 requirements, the following **must hold valid PFA certification** if they are included in ratios:
  - **Students on long-term placements**
  - **Volunteers aged 17 or over**
  - **Apprentices aged 16 or over**

## PFA Training Standards

- All PFA training must meet the criteria set out by the Department for Education (DfE).
- Training must be:
  - Of at least **12 hours' duration**
  - **Renewed every three years**
  - Delivered by **approved and accredited providers**
  - Include both **practical and theoretical elements**, including CPR, treating choking, wounds, burns, anaphylaxis, and other paediatric emergencies

## Certification and Evidence

- All staff, students, apprentices, and volunteers must provide **proof of certification** before being included in ratios.
- Validity dates will be recorded and monitored to ensure certificates are **renewed in advance of expiry**.
- A copy of each individual's certificate will be held on file and available for inspection.

## Deployment of PFA-Trained Staff

- A **PFA-trained individual will be present on-site at all times** children are being cared for, including during:
  - Regular hours of operation
  - Outings and off-site visits
  - Mealtimes, in line with EYFS 2025 safer eating expectations
- Emergency contact information, first aid kits, and action plans for allergies or medical conditions are also available and maintained.

## Induction and New Starters

- Staff who do not yet hold a valid PFA certificate **will not be included in ratios** until certification is obtained.
- PFA training will form part of the induction process for all eligible new staff, apprentices, or long-term students.

## Partnership with Parents Policy

### Policy Statement:

At our Settings, we believe that strong partnerships with parents are essential for **high-quality childcare** and **positive child development**. Parents are the **primary educators** of their children, and we value their knowledge, insights, and contributions. This policy outlines our commitment to **open communication**, **collaborative decision-making**, and **shared learning experiences** to support children's development in line with **EYFS 2025 guidance**.

### Open Communication:

- We promote **open, honest, and regular** communication with parents to ensure they are well-informed about their child's **progress, experiences, and any concerns**.
- We offer **multiple communication channels**, including:
  - Face-to-face discussions
  - Phone calls or messages
  - Emails
  - Secure digital platforms for daily updates
- Parents will be encouraged to share **important information** regarding their child's routines, behaviours, and development.

### Information Sharing:

- We respect parents as **partners in their child's learning and well-being** and value the information they provide.
- We will share updates on children's:
  - **Developmental milestones**
  - **Achievements and progress**
  - **Social and emotional well-being**
- Information will be shared with **appropriate consent**, ensuring **confidentiality and compliance with GDPR regulations**.

### Parental Involvement in Decision-Making:

- We **actively involve parents** in planning and decision-making regarding their child's care and learning journey.
- Parents will have opportunities to **collaborate on developmental goals**, ensuring a **consistent approach between home and the childcare setting**.
- We recognise that each child is unique, and we **adapt our practices** to reflect parental input, home routines, and cultural preferences.

### Parent Meetings:

- **Regular meetings** will be offered to discuss a child's progress, learning, and development.
- Meetings can be scheduled **at agreed intervals** or arranged upon request.
- **Individualised Learning Plans (ILPs)** will be discussed with parents, ensuring that any additional needs are addressed.

### Confidentiality and Privacy:

- We treat all information shared by parents with **strict confidentiality** and store records securely.
- **Only authorised staff** will have access to personal information in accordance with **data protection laws**.

#### **Encouraging Parental Involvement in Activities:**

- Parents are encouraged to **participate in activities**, events, and cultural celebrations.
- Parents can contribute **skills, knowledge, or experiences** to enrich the learning environment.
- Opportunities for **home learning support** will be provided to bridge the gap between home and childcare.

#### **Feedback and Suggestions:**

- **Parent feedback is highly valued**, and we provide multiple ways for parents to share suggestions, including:
  - Regular surveys
  - Suggestion boxes
  - Direct discussions
- Parent feedback will be used to **improve policies and daily practices**.

#### **Collaboration with External Professionals:**

- When necessary, we will work in **partnership with external professionals**, such as:
  - **Health practitioners**
  - **Speech and language therapists**
  - **Educational psychologists**
  - **SEN support services**
- We will liaise with parents to ensure that external support services are **aligned with the child's needs** and that any interventions are **coordinated effectively**.

## Pet Policy

**Policy Statement:** At our Settings, we recognise the valuable role pets can play in children's emotional, social, and cognitive development. Interactions with animals can enhance empathy, responsibility, and curiosity, as well as provide opportunities for learning about nature and care routines. This policy outlines our approach to ensuring safe, clean, and respectful interactions between children and pets in our setting, in alignment with EYFS 2025 guidelines.

### Types of Pets Allowed:

- We may introduce children to **age-appropriate pets**, such as:
  - Small mammals (e.g., guinea pigs, rabbits, hamsters)
  - Fish
  - Birds
  - Reptiles (where appropriate)
- **Larger or high-maintenance pets** will not be introduced unless thorough risk assessments confirm they are **safe for children**.

### Health and Vaccinations:

- All pets will be **in good health**, and their **vaccinations and regular health checks** will be up to date.
- Pet vaccination and vet records will be **documented and accessible** for reference.

### Child-Friendly Pets:

- We will only introduce pets that:
  - Are **calm, well-socialised, and accustomed** to children
  - Have a **non-aggressive temperament**
  - Do not pose a **significant allergy risk** to children

### Hygiene and Cleanliness:

- Pet habitats will be **cleaned and disinfected regularly** to **minimise germs and odours**.
- **Proper handwashing routines** will be followed after handling pets or touching pet enclosures.
- Children will be taught about **safe and hygienic interactions with animals**.

### Allergies and Sensitivities:

- Parents will be informed **in advance** about the presence of any pets in the setting.
- Parents will be asked to **disclose any known allergies or sensitivities** before their child interacts with pets.
- Where necessary, **pet-free areas** will be designated to accommodate children with allergies.

### Supervised Interactions:

- Children will only interact with pets **under direct supervision** to ensure the **safety of both the child and the animal**.
- Staff will teach children **gentle and respectful handling techniques**.
- Pets will not be handled when they show **signs of stress or distress**.

### Health and Safety Measures:

- Children will be **instructed not to disturb pets** while they are:
  - Eating
  - Sleeping
  - Resting
- Any pet that **exhibits aggressive or unpredictable behaviour** will be removed from the environment.
- First-aid procedures will be in place in case of **accidental scratches, bites, or allergic reactions**.

#### **Educating Children About Pets:**

- We will use pet interactions to teach children about:
  - **Animal care and responsibility**
  - **Pet behaviour and needs**
  - **Respect for living creatures**
  - **The importance of hygiene after handling animals**

#### **Pet-Free Zones:**

- Certain areas, such as **designated nap areas and food preparation zones**, will remain **pet-free** to ensure hygiene and prevent allergies.

#### **Reporting and Communication with Parents:**

- Any **incidents, concerns, or unusual pet behaviour** will be promptly reported to parents.
- Parents will be **informed about their child's interactions with pets**, including any **questions or observations from the child** about animals.

## Physical Contact Policy

**Policy Statement:** At our Settings, we recognise the importance of positive and appropriate physical contact in nurturing children's emotional well-being and supporting secure attachments. Physical contact can provide comfort, reassurance, and encouragement when used in a respectful and supportive manner. This policy outlines our approach to ensuring all physical interactions are appropriate, child-led, and aligned with EYFS 2025 guidance.

### Purpose of Physical Contact:

- Physical contact is used to **offer comfort, reassurance, and security** to children in our care.
- It aims to foster **emotional connections, self-confidence, and trust** while **respecting individual boundaries**.
- We promote a **safe and supportive environment** where children feel valued and respected.

### Types of Physical Contact:

- **Appropriate and positive** physical contact includes:
  - **Hugs (when initiated or welcomed by the child)**
  - **Hand-holding (for reassurance or safety reasons)**
  - **High-fives, pats on the back, or encouraging gestures**
  - **Cuddles or lap sitting (only if initiated by the child and deemed appropriate)**
- Physical contact is **always child-led**, ensuring that children feel **safe and in control** of their personal space.

### Consent and Comfort Level:

- **Children's preferences regarding physical contact will be respected** at all times.
- **Children have the right to decline** any form of physical contact without judgment or pressure.
- Staff will recognise and respect **verbal and non-verbal cues** indicating a child's comfort level.

### Cultural Sensitivity:

- Staff will be **culturally aware and sensitive** to variations in **physical contact practices** across different **families, communities, and religious backgrounds**.
- We will discuss **cultural expectations** with parents to **ensure alignment with family values**.

### Personal Boundaries and Safeguarding:

- Children will be taught about **personal boundaries and respecting others' personal space**.
- Staff will **model respectful behaviour** by seeking consent before **initiating physical contact**.
- Any **inappropriate physical contact** will be **addressed, recorded, and reported** to the appropriate safeguarding authority.

### Staff Training and Awareness:

- Staff will receive **training on appropriate physical contact** and recognising **signs of discomfort** in children.
- Training will include:
  - **Appropriate and inappropriate touch**
  - **Recognising and responding to children's boundaries**

- **Dealing with disclosures or concerns sensitively**

#### **Gentle Discipline Approach:**

- Physical contact **must never be used** as a form of **punishment, restraint, or control**.
- We use **positive behaviour management strategies** that encourage self-regulation and respect.

#### **Communication with Parents:**

- Parents will be informed about our **approach to physical contact** and given opportunities to **share their preferences or concerns**.
- We will document **any specific preferences, restrictions, or cultural considerations** expressed by parents.

#### **Reporting and Documentation:**

- Any **concerns, disclosures, or uncomfortable physical interactions** will be recorded and **reported to parents or safeguarding officers** where necessary.
- Staff will **document any instances where physical contact is refused or appears to cause distress**, ensuring we adapt our approach accordingly.

# Privacy and Dignity Policy for Toileting and Nappy Changing

## Policy Statement

At our Settings, we are committed to maintaining a safe, respectful, and hygienic environment that supports the privacy and dignity of all children during toileting and nappy changing. This policy outlines the measures we take to ensure these routines are carried out in a way that meets children's physical and emotional needs, while also complying with safeguarding and hygiene requirements under the EYFS 2025 framework.

## Creating a Respectful and Safe Environment

- All toileting and nappy changing will be conducted in a **calm, respectful, and supportive manner**.
- Staff will engage with children using **positive language** to encourage independence, build trust, and maintain comfort.
- Children's personal needs and preferences will be acknowledged and respected throughout these routines.

## Supervision and Safeguarding

- **All toileting and nappy changing areas will be appropriately supervised** while maintaining children's privacy.
- Staff will follow strict safeguarding protocols, ensuring that **children are never left unattended** during these routines.
- All staff involved in personal care are **suitably vetted and trained** in safeguarding and hygiene practices.

## Balancing Privacy with Safety

- Toileting and changing will take place in areas that:
  - Offer **privacy from other children and adults**
  - Allow **visual or auditory supervision** for safeguarding purposes
  - Are **secure, clean, and fit for purpose**
- Curtains, partitions, or doors will be used where possible to promote privacy without compromising supervision.

## Consent and Communication

- Children will be **encouraged to express their preferences** and given as much autonomy as is developmentally appropriate during nappy changing and toileting.
- Parents or legal guardians will be informed of the **toileting routines and hygiene practices** in place and are encouraged to share their child's toileting habits and preferences.
- Changes in routines or any toileting concerns will be communicated with parents promptly.

## Hygiene and Infection Control

- Hands will be **washed and dried before and after each nappy change or toileting routine**.
- If required, disposable gloves and aprons will be worn during all personal care tasks and disposed of safely.
- **Changing mats and toilet areas will be cleaned and sanitised** after every use.

- Soiled nappies will be **disposed of hygienically and in accordance with waste regulations**.

### **Encouraging Independence**

- As children develop, they will be supported to:
  - Understand their bodily functions
  - Use the toilet independently
  - Wash and dry their hands correctly
- Staff will use age-appropriate encouragement to **foster confidence and independence** in toileting routines.

### **Record Keeping**

- A record of nappy changes and toileting will be kept for each child, noting:
  - Time of change or visit
  - Any issues or concerns (e.g. signs of infection, constipation, rash)
  - Support provided and any parent communications

### **Staff Training**

- All staff involved in personal care tasks will receive:
  - **Safeguarding training**
  - **Hygiene and infection control training**
  - **Training on promoting privacy, dignity, and emotional wellbeing**

# Privacy Notice

## Introduction

At our Settings, we are committed to protecting your privacy and the personal data of the children in our care. This Privacy Notice explains how we collect, use, and store personal information in accordance with applicable data protection laws and regulations, including the **General Data Protection Regulation (GDPR)** and **EYFS 2025 guidelines**.

## Data Controller

SMT are the **data controllers** responsible for the processing of personal data collected through our services.

## Information We Collect

We may collect and process the following categories of personal data:

### • Child Information:

- Name, date of birth, gender, and contact details.
- Medical information, allergies, dietary requirements, and other health-related details.
- Emergency contact details.

### • Parent/Guardian Information:

- Names, contact details, and relationship to the child.
- Consent forms, authorisations, and permissions.

### • Staff Information (if applicable):

- Names, contact details, and relevant qualifications.

## Purpose of Processing

We collect and process personal data for the following purposes:

- Providing childcare services and meeting children's individual needs.
- Ensuring children's **safety, health, and well-being**.
- Effective communication with parents and guardians.
- Compliance with **legal and regulatory requirements**.
- Maintaining records for **tax and accounting purposes** (if applicable).

## Legal Basis

Our processing of personal data is based on:

- The necessity of fulfilling our **childcare service contract** with parents.
- Compliance with **legal obligations** under EYFS and GDPR.
- Our **legitimate interest** in ensuring the **safety and well-being of children**.

## Data Retention

We will retain personal data for as long as necessary to provide **childcare services and meet legal requirements**. After this period, data will be **securely disposed of** in compliance with data protection laws.

## Data Sharing

We may share personal data with:

- **Regulatory authorities**, such as Ofsted, where legally required.
- **Emergency services** or **healthcare professionals** in case of urgent medical needs.
- **Tax or legal authorities**, if necessary for compliance.

## Data Security

We implement appropriate **technical and organisational measures** to protect personal data from **unauthorised access, accidental loss, or destruction**.

## Your Rights

Parents, guardians, and staff have the right to:

- **Access, rectify, or erase** personal data.
- **Restrict or object to processing** where applicable.
- Request **data portability** (transfer of data to another provider).

To exercise these rights, please contact us at [Insert contact information].

## Changes to this Privacy Notice

We may update this Privacy Notice to reflect **changes in our practices, legal obligations, or EYFS requirements**. Updates will be communicated via **our website or direct notification** to parents.

## Promoting British Values Policy

**Policy Statement:** At our Settings, we are committed to promoting British values within our setting. We believe that embedding these values fosters a **positive, inclusive, and respectful** environment that helps children develop a **strong sense of citizenship, diversity, and mutual respect**.

### Democracy

- Children will have opportunities to express their opinions, make choices, and participate in decision-making processes.
- They will be encouraged to share their views, listen to others, and respect differing perspectives.
- Activities such as **voting on group decisions** or **expressing preferences in play and learning** will be incorporated into daily routines.

### Rule of Law

- Children will learn about the importance of rules and laws in maintaining a safe and fair environment.
- Simple, age-appropriate rules will be established, helping children understand boundaries and consequences in a **positive and supportive** way.
- Staff will model **fairness, consistency, and positive reinforcement** when teaching children about rules.

### Individual Liberty

- Children will be supported to develop their **independence, confidence, and decision-making skills**.
- They will be encouraged to **express their ideas, opinions, and interests**, while understanding their personal rights and responsibilities.
- We will create an environment where children feel **safe to make choices** and explore their own abilities.

### Mutual Respect and Tolerance

- We will celebrate **diversity** and teach children to value and respect people of **different backgrounds, cultures, religions, and beliefs**.
- Books, resources, and activities will reflect a variety of cultures, traditions, and perspectives to foster understanding and **challenge stereotypes**.
- Children will learn about **kindness, empathy, and cooperation** in their daily interactions.

### British Cultural Heritage

- We will introduce children to aspects of **British culture, history, and traditions** in a respectful and age-appropriate manner.
- Events such as **Remembrance Day, St. George's Day, and traditional British festivals** will be included in activities to support cultural awareness.
- Children will engage in **local community events** and learn about their **environment and heritage**.

### Discussion and Reflection

- Open discussions about **values, fairness, and respect** will be encouraged.
- Reflection and critical thinking will be promoted through **stories, role play, and group discussions**.
- Children will be encouraged to **ask questions, share experiences, and develop their understanding of the world around them**.

### Parent and Community Involvement

- We will work **collaboratively with parents and guardians** to promote British values at home and in the setting.
- Families will be invited to **share their cultural backgrounds and traditions**, fostering an inclusive and **diverse learning environment**.

- Links with **local community groups and services** will be encouraged to help children feel a sense of belonging.

#### **Age-Appropriate Approach**

- Activities and discussions about British values will be adapted based on the **ages, backgrounds, and developmental stages** of the children in our care.
- Play-based learning, storytelling, and hands-on activities will be used to **engage children in a meaningful way**.

**Policy Statement:** At our Settings, the aim of the Early Years Pupil Premium is to close the gap between children from disadvantaged backgrounds and other children by providing additional funding to settings such as ours, therefore providing the opportunity to raise the quality of provision we offer.

All children who meet the eligibility criteria will benefit from the funding. This funding is paid directly to us on an hourly rate basis, linked to claimed hours for entitled children. The annual value for a 15-hour place over a full year is just over £570 and since we are registered to offer early years places we can receive the EYPP. In order to be able to claim this funding we require parents to sign the funding agreement which asks for details of parent's date of birth and National Insurance number.

### **Which children will be eligible for the EYPP?**

A child will be eligible for the EYPP if they:

1. Are in a low-income family and their parents are in receipt of benefits (one or more), for example, Child Tax Credit and Income Support;
2. Have been adopted from care;
3. Have left care through special guardianship;
4. Have been looked after by the local authority for at least the span of one day;
5. Are subject to a child arrangement order.

As an Early Years setting, we have the freedom to choose how we spend the money to best support disadvantaged children in our care. We will apply for EYPP for all children as part of the registration procedure. If your child is eligible we will, after consultation with your child's Key person and looking at the child's learning and development progress use the additional funding in the following ways:

1. Continue our commitment to furthering our knowledge within our Continuing Professional Development by attending relevant training.
2. Aid in the transition into our setting.
3. Creating 'Home/Setting' lending bags and boxes.
4. Buy in any specialist services to support families and children (this includes the cost of staffing such events), such as, healthy cooking, parenting classes and information awareness sessions.
5. Providing additional staff to allow us to provide more acceptable child: adult ratios.
6. Purchasing additional resources.

We have individual Action Plans to monitor the impact of the EYPP to ensure that it is being used effectively to close the gap.

## Retention Policy

**Policy Statement;** At our Settings, we are committed to managing and retaining records in a responsible and compliant manner. This policy outlines our approach to **retaining and securely disposing of records** related to children, parents, staff, and the operations of our setting in accordance with **data protection regulations** and **EYFS 2025 requirements**.

### Purpose and Scope

- This policy applies to **all records and information** held in **both physical and electronic formats**.
- It covers records related to **children, parents, staff, financial transactions, health and safety, and general operations**.

### Record Categories

- **Children's records:** Personal information, medical details, consent forms, developmental assessments.
- **Parent and guardian information:** Contact details, consent forms, and communication records.
- **Staff records:** Qualifications, training, contracts, and emergency contact details.
- **Financial records:** Invoices, receipts, tax records, and payment details.
- **Health and safety records:** Risk assessments, incident reports, accident logs, and emergency procedures.

### Data Retention Periods

- **Children's records:** Retained for the duration of their enrolment and for a **set period after they leave** (as required by legislation).
- **Parent and guardian records:** Retained **for as long as necessary** to fulfil contractual and legal obligations.
- **Staff records:** Retained for the **duration of employment** and for a **specified period after**, as required by employment law.
- **Financial records:** Retained for **the statutory period required for tax and accounting compliance**.
- **Health and safety records:** Retained in accordance with **local regulations** and **legal requirements**.

### Secure Storage

- Records will be stored **securely** to prevent **unauthorised access, damage, or loss**.
- **Electronic records** will be **password-protected and encrypted** to ensure data security.
- **Physical records** will be kept in **locked storage units** with **restricted access**.

### Disposal of Records

- Records that have reached their retention period will be **securely disposed of**, following **best practices for data protection**.
- **Physical documents** will be **shredded** or disposed of through **confidential waste services**.
- **Electronic records** will be securely deleted using **permanent data erasure methods**.

### Parental Access

- Parents or legal guardians **have the right** to access their child's records upon request.
- Requests for access will be processed **in accordance with GDPR** and other data protection laws.

# Risk Assessment Policy

## Policy Statement

At our Settings, we are committed to **providing a safe and secure environment** for all children, staff members, parents, and visitors. This policy outlines our **approach to risk assessments**, ensuring that potential hazards are identified, risks are evaluated, and appropriate control measures are implemented to **maintain a safe environment**.

## Risk Assessment Process

- Risk assessments will be conducted for **all areas** of the setting, including **indoor and outdoor spaces, equipment, and activities**.
- Off-site activities and outings will be **assessed separately**, considering **location-specific risks**.
- Risk assessments will be **ongoing and regularly reviewed** to address changes in the environment, equipment, or activities.

## Identified Hazards

- Hazards may include **physical, environmental, health-related, fire, and emergency hazards**.
- Staff will conduct **daily checks** to identify new risks.
- Any new hazards identified will be recorded, and **immediate action** will be taken where necessary.

## Risk Evaluation

- Each identified hazard will be evaluated based on **likelihood and severity**.
- A **risk rating scale** will be used to determine the level of risk associated with each hazard.
- Where possible, **hazards will be eliminated**; if this is not feasible, **control measures** will be put in place to **reduce risks to an acceptable level**.

## Control Measures

- Preventative actions will be implemented to **reduce or eliminate** risks.
- Safety measures may include **modifying the environment, providing protective equipment, or implementing specific supervision protocols**.
- Control measures will be **monitored regularly** to ensure their effectiveness.

## Staff Training

- All staff members will receive **training in risk assessment procedures**, hazard identification, and safety measures.
- Training will include **emergency protocols, first aid, and fire safety**.
- Staff will be expected to **actively participate** in maintaining a safe environment.

## Record Keeping

- Written records of all risk assessments will be **maintained and updated** regularly.
- Records will include **identified hazards, risk evaluations, control measures, and review dates**.
- Documentation will be securely stored in **compliance with data protection regulations**.

## Parental Involvement

- Parents or legal guardians will be **informed about the risk assessment process** and the safety measures in place.
- Parents will receive details on **emergency procedures, safety policies, and off-site risk assessments for outings**.
- Parent feedback on safety concerns will be welcomed and considered in risk management.

### **Regular Reviews**

- Risk assessments will be reviewed **annually** or **more frequently if required** due to **changes in the setting, equipment, or legislation**.
- Following an incident or near miss, risk assessments will be **immediately reviewed and updated** to prevent reoccurrence.

## The Role Of The Key Person

**Policy Statement:** At our Settings, we believe that children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. We are committed to the key person approach which benefits the child, the parents, the staff and the setting. It encourages secure relationships which support children to thrive, give parents confidence and make the setting a happy place to attend or work in.

We want children to feel safe, stimulated and happy in the setting and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's well-being and their role as active partners with our setting. We aim to make our setting a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families.

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each child must have a key person. These procedures set out a model for developing a key person approach that promotes effective and positive relationships for children.

### Procedures

- We allocate a key person for every child.
- The key person is responsible for:
  - Providing an induction for the family and for settling the child into our setting.
  - Offering unconditional regard for the child and being non-judgemental.
  - Working with the parents to plan and deliver a personalised plan for the child's well-being, care and learning.
  - Acting as the key contact for the parents.
  - 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.
  - Having links with other carers involved with the child and co-ordinating the sharing of appropriate information about the child's development with those carers.
  - Encouraging positive relationships between children in her/his key group, spending time with them each day.
  - Keyworkers are reviewed regularly and may be changed for various reasons. Parents will be informed of any change in key worker.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other adults and children.

# Safeguarding and Child Protection Policy

**Policy Statement:** At our Settings, we are committed to ensuring the safety, well-being, and protection of all children in our care. This policy outlines our procedures for recognising, reporting, and responding to concerns or signs of abuse or neglect. We work in partnership with parents, relevant authorities, and agencies to safeguard children and promote their welfare.

## **Legal Framework:**

Our safeguarding and child protection policy is guided by national legislation, including but not limited to:

- The Children Act 1989 and 2004
- The United Nations Convention on the Rights of the Child (UNCRC)
- Keeping Children Safe in Education (KCSIE) 2024
- Working Together to Safeguard Children
- EYFS 2025 statutory framework
- Local authority safeguarding guidelines

## **Designated Safeguarding Lead (DSL):**

The DSL is responsible for overseeing the implementation of this policy, staying updated on safeguarding issues, and liaising with relevant agencies. The DSL has received appropriate training and is the main point of contact for staff, parents, and external agencies regarding safeguarding concerns.

## **Implementation of EYFS 2025 Safeguarding Updates**

As of **September 2025**, new EYFS statutory changes strengthen safeguarding in early years settings. We have updated our safeguarding procedures to comply with these enhancements:

### **1. Safer Recruitment Practices:**

- All staff, including volunteers and apprentices, must provide professional references from credible sources (e.g., employers or training providers). References from family members or open references will not be accepted.
- Our safeguarding policy details procedures to ensure only suitable individuals are recruited.

### **2. Monitoring Child Absences:**

- We actively follow up on prolonged or unexplained child absences.
- More than two emergency contacts per child are maintained to facilitate swift communication in emergencies.

### **3. Enhanced Safeguarding Training:**

- A new annex in EYFS 2025 outlines **minimum safeguarding training requirements**.
- Our policy specifies **how staff receive training and how they are supported to apply their safeguarding knowledge**.

### **4. Paediatric First Aid (PFA) Requirements:**

- Students on long-term placements, volunteers (17+), and apprentices (16+) **must hold a valid Paediatric First Aid certificate** to be counted in staff-to-child ratios.

## 5. Safer Eating Practices:

- We have updated procedures on **managing food allergies, introducing solid foods, and preventing choking**.

## 6. Whistleblowing Procedures:

- Clear **whistleblowing procedures** are in place, allowing staff to raise concerns about unsafe practices without fear of retaliation.

## 7. Privacy During Personal Care:

- Nappy changing and toileting procedures balance **children's privacy needs with safeguarding measures** to ensure safety and dignity.

## 8. Prevent Duty:

From 1st July 2015 all schools, registered early years' childcare providers and registered later years' childcare providers are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. We take Safeguarding very seriously, therefore, to ensure that we adhere to and achieve the Prevent duty we will;

### What to do if you have a concern:

All staff have undertaken a "Prevent Duty" online course which gives more information on radicalisation and extremism. If a member of staff has a concern about a pupil they should follow the normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care. In Prevent priority areas, the local authority will have a Prevent lead who can also provide support.

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice.

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and to raise concerns relating to extremism directly. Concerns can also be raised by email to [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk). Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

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## Alignment with Keeping Children Safe in Education (KCSIE) 2024

Our safeguarding procedures align with the latest **KCSIE 2024** guidance, ensuring best practices in child protection. Key areas include:

- **Safer recruitment checks** for all employees, ensuring appropriate vetting and professional references.
- **Clear reporting procedures** for safeguarding concerns, following local authority guidelines.
- **Preventing peer-on-peer abuse**, including bullying, online safety, and exploitation risks.
- **Online safety training** for staff and children, promoting digital safeguarding awareness.
- **Multi-agency working** with external safeguarding professionals, social services, and education providers.

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## Information Sharing Guidance Compliance

Sharing information responsibly is crucial to safeguarding. We follow the latest **Information Sharing guidance** to ensure:

- **Confidentiality** while prioritising child safety.
- **Timely and appropriate information sharing** with relevant agencies (e.g., social services, police, healthcare professionals) when safeguarding concerns arise.
- **Data protection compliance** in line with GDPR regulations.
- **Parents are informed** about what information may be shared and why, unless this could put a child at risk.

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## General Safeguarding Procedures

### Creating a Safe Environment:

- We maintain a safe, child-friendly environment, conducting regular risk assessments and ensuring appropriate supervision to prevent accidents or incidents.
- Secure entry and exit procedures protect children during drop-off and pick-up.

### Staff Training and Awareness:

- All staff members receive safeguarding training, ensuring they can recognise signs of abuse and respond appropriately.
- Regular updates and refresher courses keep staff informed of emerging safeguarding issues.

### Recognising and Responding to Concerns:

- Staff members are trained to identify physical, emotional, and behavioural indicators of abuse or neglect.
- Any concerns are taken seriously and reported following local safeguarding procedures.

### Record Keeping:

- Confidential records are kept securely and only shared with relevant authorities when necessary.
- Emergency contact details are maintained for each child.

### Working in Partnership:

- Open communication with parents is encouraged, fostering collaboration in safeguarding children's well-being.
- We respect parental input while ensuring compliance with safeguarding regulations.

### Staff Recruitment and Supervision:

- Our recruitment process includes enhanced **DBS (Disclosure and Barring Service) checks**.
- Staff receive ongoing supervision to promote vigilance in safeguarding practices.

## Training and Development:

- Regular safeguarding training ensures staff are equipped to **recognise, respond to, and report** safeguarding concerns effectively.

## Clear Procedures for Reporting Concerns

We have a **clear and well-defined process** for reporting concerns to ensure a **safe and supportive environment**.

- **Step 1: Raising a Concern**
  - Staff, parents, or stakeholders can **report concerns in confidence** to the designated safeguarding lead (DSL) or SMT.
  - Concerns should include **specific details** such as dates, times, individuals involved, and any supporting evidence.
- **Step 2: Confidential Investigation**
  - All reports will be **investigated promptly and thoroughly** while maintaining **confidentiality**.
  - The individual raising the concern **will not face retaliation or discrimination** for making a report in good faith.
- **Step 3: Outcome and Action**
  - If misconduct is found, **appropriate action** will be taken, such as **staff training, disciplinary action, or referrals to external authorities**.
  - The referrer will be informed **of the outcome where possible** while respecting confidentiality laws.
- **Step 4: Right to Appeal**
  - If the referrer is dissatisfied with the outcome, they may **escalate the concern** to a higher authority, such as MASH, Ofsted, the Local Authority Designated Officer (LADO) or NSPCC.

# Safeguarding Training Policy

## Policy Statement

At our Settings, safeguarding is at the heart of our practice. We are committed to ensuring all staff members, including assistants, receive up-to-date and relevant safeguarding training to protect the welfare of every child in our care. This policy outlines how safeguarding training is delivered and maintained, in line with the statutory requirements of the Early Years Foundation Stage (EYFS) 2025.

## Delivery of Safeguarding Training

- All staff, including the any assistants, must **complete safeguarding training** as part of their induction.
- Safeguarding training must cover:
  - Recognising signs of abuse or neglect
  - Responding appropriately to concerns or disclosures
  - Understanding local safeguarding procedures and referral routes
  - Recording and reporting concerns accurately
- Training may be delivered through:
  - Local authority approved safeguarding courses
  - Online accredited training platforms
  - In-person workshops and seminars
  - Ongoing refresher sessions, supervision, and reflective practice

## Ongoing Training and Development

- All staff will receive **refresher safeguarding training at least every three years**.
- Safeguarding will be discussed regularly during staff meetings, supervision, and CPD activities to ensure continued awareness of best practices.

## Designated Safeguarding Lead (DSL) Training

- Every setting must have a **Designated Safeguarding Lead (DSL)**.
- The DSL must complete **enhanced safeguarding training specific to their role**.
- In accordance with EYFS 2025 reforms, the DSL must update their training **every two years**.
- DSL training includes:
  - Understanding thresholds for intervention
  - Working with external agencies (e.g. children's social care)
  - Leading safeguarding practice within the setting
  - Supporting and advising staff on safeguarding issues

## Training Records

- We maintain **clear training records** showing the safeguarding qualifications and refresher dates for all staff.
- Staff will not be left unsupervised with children until safeguarding training is completed.

## Promoting a Safeguarding Culture

- Safeguarding is embedded in our everyday practice.

- Staff are encouraged to reflect on safeguarding scenarios and bring concerns to the DSL or local safeguarding team without fear of reprisal.
- All safeguarding concerns are logged, monitored, and followed up appropriately.

### **Supporting New Staff or Assistants**

- New staff will receive **immediate safeguarding induction** and will not be left in sole charge of children until training is verified.
- Assistants are supported through shadowing, supervision, and access to ongoing training resources.
- New staff are fully supported and will be allocated a positive role model to guide them through the probation period.
-

# Safer Eating and Allergy Management Policy

## Policy Statement

At our Settings, we are fully committed to ensuring that every child's dietary needs are met safely, and that all mealtimes and snack times are managed with the utmost care. This policy outlines our procedures for managing food allergies, special dietary requirements, and choking risks, in full compliance with the latest EYFS 2025 framework.

## Allergy and Dietary Needs Management

- Before a child starts at the setting, **detailed information** will be gathered regarding:
  - Food allergies and intolerances
  - Medical dietary needs
  - Cultural and religious dietary preferences
- This information will be:
  - **Documented and stored securely**
  - **Shared with all staff** to ensure awareness and accountability
  - **Reviewed regularly** and updated if any changes are reported by parents or carers

## Allergy Action Plans

- For children with known allergies, an **Allergy Action Plan** will be created in partnership with:
  - Parents or guardians
  - Relevant healthcare professionals
- Action plans will be:
  - Displayed in appropriate areas (e.g., kitchen and eating areas) discreetly and respectfully
  - Regularly reviewed and updated as needed

## Named Allergy Lead for Each Child

- The staff member preparing snack will be **designated as responsible** for checking each child's allergies and food before serving, ensuring it is safe and meets their dietary requirements.

## Food Preparation and Labelling

- All food will be prepared with allergy awareness in mind:
  - Clear **separation of allergen-containing foods**
  - **Strict prevention of cross-contamination** during preparation and serving
  - **Labelling of all prepared foods and ingredients** where applicable

## Safe Introduction of Solid Foods

- Weaning and the introduction of solid foods will be:
  - **Planned in consultation with parents or carers**
  - Gradually introduced to monitor for allergic reactions
  - Carried out with close supervision and care

## Choking Prevention Measures

- Food will be prepared and served in ways that **reduce choking risks**:

- Foods will be cut into age-appropriate sizes
- Whole grapes, cherry tomatoes, and similar foods will be halved or quartered
- Tough or sticky foods will be avoided for younger children
- **Children will be seated** in highchairs or low chairs during all meals and snacks
- Distractions (toys, running, screens) will be minimised during eating

### Supervision and Emergency Preparedness

- A **Paediatric First Aid (PFA) trained member of staff will be present at all times** during meals and snack times
- Staff will **sit facing the children** to closely observe for signs of choking or allergic reactions
- Children will be closely supervised to prevent food swapping or sharing

### Incident Management and Reporting

- Any choking incident or allergic reaction will be:
  - **Responded to immediately** by trained staff
  - **Documented** in the incident log
  - **Reported to parents/carers as soon as possible**
- Near-miss incidents will be regularly reviewed to identify patterns and prevent recurrence

### Staff Training

- All staff involved in food preparation and supervision will receive training in:
  - **Food hygiene**
  - **Allergy awareness**
  - **Choking prevention**
  - **EYFS-aligned Paediatric First Aid (PFA)**

### Parental Communication

- Parents will be informed regularly about:
  - Changes in allergy or dietary management procedures
  - Any incidents involving food or allergies

## Safer Recruitment Policy

Policy Statement: At our Settings, we are committed to ensuring that all individuals working or volunteering in our setting are suitable, qualified, and safe to work with children. Our Safer Recruitment Policy outlines a thorough process to prevent unsuitable individuals from gaining access to children and aligns with the EYFS 2025 statutory framework.

### Purpose of Safer Recruitment

- To ensure all recruitment practices prioritise child safety and welfare
- To establish a robust and transparent process that deters, identifies, and prevents unsuitable candidates from working with children
- To promote a culture of vigilance in our setting

### Recruitment Procedures

#### 1. Job Descriptions and Advertisements

- All job roles will clearly outline safeguarding responsibilities and our commitment to safer recruitment.
- Adverts will make clear that rigorous vetting procedures are part of our recruitment process.

#### 2. Application Process

- All applicants will complete a detailed application form, including full work history and explanation for any gaps.
- Applicants will be required to declare any criminal convictions or reasons they may be disqualified from working with children.

#### 3. Reference Checks (EYFS 2025 Requirement)

- Two professional references must be obtained and verified prior to employment, with at least one from a current or recent employer or training provider.
- Open references and references from family or friends **will not be accepted**.
- Referees will be asked specifically about the applicant's suitability to work with children and any concerns regarding conduct or safeguarding.

#### 4. Interviews and Assessment

- Structured interviews will include safeguarding-related questions.
- Candidates will be assessed for their attitudes, values, and understanding of child protection and safety responsibilities.

#### 5. Identity and Qualification Checks

- Identity will be confirmed using official photographic ID and proof of address.
- Original qualification certificates will be checked and copied for the recruitment file.

#### 6. Enhanced DBS Checks

- All staff, volunteers, students, or regular visitors aged 16+ will undergo an Enhanced Disclosure and Barring Service (DBS) check, including a check of the barred list.
- If a new staff member starts before their DBS check is complete, they will not be left unsupervised with children.

## 7. Disqualification by Association

- Staff must declare if they live with or are in a relationship with someone who is disqualified from working with children under the Childcare Act 2006.
- Disqualification checks will be completed and regularly reviewed.

## 8. Right to Work in the UK

- All new staff will be required to provide evidence of their legal right to work in the UK in compliance with immigration law.

## Ongoing Suitability

- Staff will be required to complete an annual declaration confirming their ongoing suitability.
- Regular supervisions and monitoring will ensure continued commitment to safeguarding.

## Record Keeping

- A single central record (SCR) will be maintained with details of vetting checks, references, DBS information, qualifications, and start dates.
- All recruitment records will be securely stored and made available during inspections.

## Volunteers and Students

- Volunteers and students must undergo the same vetting procedures as staff if they work unsupervised or regularly with children.
- No volunteer or student will be left unsupervised until their DBS and reference checks are completed.

## Training and Induction

- All new staff will complete an induction programme, including training in safeguarding, whistleblowing, safer eating practices, health and safety, and EYFS requirements.
- Ongoing training will support continuous development and compliance with EYFS 2025 expectations.

## Safety on Outings Policy

**Policy Statement:** At our Settings, the safety and well-being of the children in our care are of the utmost importance. This policy outlines our commitment to ensuring safety during outings and off-site activities to minimise risks and provide a positive and enriching experience for the children.

### **Risk Assessments:**

- Before any outing or off-site activity, a comprehensive risk assessment will be conducted by the designated staff member.
- The risk assessment will identify potential hazards, evaluate risks, and determine appropriate safety measures to minimise any potential dangers.
- Risk assessments will be regularly reviewed to reflect any new safeguarding concerns or changes in local guidance.

### **Outing Permissions:**

- Parents or legal guardians will be asked to provide written consent for their child to participate in any outings or off-site activities.
- The permission form will outline details of the outing, including the destination, mode of transportation, date, time, and contact information.

### **Transportation:**

- When using private vehicles for outings, the designated staff member will ensure that vehicles are roadworthy, properly insured, and equipped with appropriate child restraints.
- Seat belts will be worn by all passengers at all times when the vehicle is in motion.
- Alternative transportation methods such as public transport or walking will be risk-assessed for safety.

### **Supervision:**

- Adequate staff-to-child ratios will be maintained during outings to ensure proper supervision and safety.
- Children will be closely supervised at all times, with staff members keeping a watchful eye on their whereabouts and behaviour.
- Monitoring child absences during outings will be a priority to prevent any child from going missing.

### **Emergency Preparedness:**

- The designated staff member will carry a fully stocked first aid kit and emergency contact information for each child during outings.
- A mobile phone will be available for emergencies, with emergency contacts and relevant phone numbers saved.
- More than two emergency contact details per child will be maintained to facilitate timely communication in unforeseen circumstances.

### **Identification:**

- All children will wear identification badges or wristbands that include their name, emergency contact information, and the business's contact details during outings.

- The designated staff member will also carry a list of all children's names, emergency contacts, and any relevant medical information.

**Communication:**

- Parents or legal guardians will be informed in advance of any planned outings, providing details of the destination, activities, and expected return time.
- The Manager will notify parents of any changes to the outing plan or if the group returns earlier or later than expected.

**Safe Locations:**

- Outing locations will be carefully chosen to ensure their suitability for children and their safety.
- Prior arrangements will be made with venues to accommodate the needs of the group and ensure a safe and enjoyable experience.

**Incident Reporting:**

- In the event of an accident or incident during an outing, the designated staff member will complete an incident report detailing the circumstances and actions taken.
- Parents or legal guardians will be promptly informed of any incidents that occur during outings.
- Whistleblowing procedures will be in place to allow staff to report any unsafe practices observed during outings.

## Service Evaluation Policy

**Policy Statement:** At our Settings, we are committed to providing high-quality childcare services to children and families. This Service Evaluation Policy outlines our approach to regularly assessing and improving our services to ensure that we meet the needs of children, parents, and the community.

### **Purpose and Scope:**

- This policy covers the process of evaluating the overall quality, effectiveness, and impact of our childcare services.
- It includes feedback collection, analysis, action planning, and ongoing improvement efforts.

### **Continuous Improvement:**

- We view service evaluation as a continuous process that helps us identify areas of success and areas for enhancement.

### **Feedback Collection:**

- We will actively seek feedback from children, parents, and staff members through various channels, such as surveys, interviews, meetings, and suggestion boxes.
- Feedback will be collected anonymously when desired by participants.

### **Evaluation Criteria:**

- Our service evaluation will consider various aspects, including children's well-being, safety, learning experiences, parent communication, staff interactions, and adherence to policies.

### **Analysis and Action Planning:**

- Feedback and evaluation data will be analyzed to identify trends, patterns, strengths, and areas for improvement.
- Action plans will be developed to address identified areas for improvement, and goals will be set for enhancing our services.

### **Staff Involvement:**

- Staff members will actively participate in the evaluation process, providing insights and suggestions for improvement.
- Staff training needs and development opportunities may be identified through evaluation.

### **Parent Involvement:**

- Parents will have the opportunity to provide feedback on their child's experiences, communication, and suggestions for improvement.

### **Child Involvement:**

- Children's input will be sought through age-appropriate methods, promoting their sense of ownership and involvement in their childcare experience.

### **Community Engagement:**

- We may engage with the local community to gather feedback, collaborate, and identify ways to contribute positively to the community's needs.

### **Monitoring and Review:**

- We will regularly review the effectiveness of the actions taken to address areas for improvement and adjust strategies as needed.

### **Communication:**

- We will communicate the outcomes of service evaluation and improvements to parents, staff members, and other stakeholders.

**Alignment with EYFS 2025 Changes:** Beginning 1 September 2025, the Early Years Foundation Stage (EYFS) in England will implement new requirements to enhance childcare service evaluation. Key updates that impact this policy include:

- 1. Safer Recruitment Practices:**
  - Ensuring that all staff involved in service evaluation have been vetted appropriately, including obtaining verified references.
- 2. Monitoring Child Absences:**
  - Evaluations will include an assessment of attendance patterns and the effectiveness of following up on unexplained or prolonged absences.
- 3. Enhanced Safeguarding Training:**
  - Ensuring all staff are trained to recognize safeguarding concerns and understand how service evaluation aligns with safeguarding procedures.
- 4. Paediatric First Aid (PFA) Requirements:**
  - Evaluating staff compliance with updated PFA training requirements for volunteers and apprentices.
- 5. Safer Eating Practices:**
  - Reviewing the effectiveness of meal and snack provisions, allergy management, and choking prevention practices.
- 6. Whistleblowing Procedures:**
  - Incorporating clear whistleblowing procedures into service evaluations to ensure staff feel supported in reporting concerns.
- 7. Privacy During Personal Care:**
  - Evaluating how privacy is maintained during personal care while ensuring safeguarding measures are upheld.

# Sleep Policy

## Policy Statement

At our Settings, we recognise the critical role of sleep in supporting children's physical health, emotional well-being, and cognitive development. This Sleep Policy ensures that children have a safe, comfortable, and age-appropriate sleep routine while in our care, following the latest EYFS 2025 requirements.

## Sleep Environment

- A dedicated, quiet, and calming sleep area will be provided to ensure a restful environment.
- The sleep area will be well-ventilated, free from hazards, and maintained at a comfortable temperature.
- All sleep equipment, including cribs and cots, will be checked regularly for safety and cleanliness.

## Sleep Routines

- Each child's sleep routine will be established in consultation with parents and tailored to their individual needs.
- Calm, soothing activities such as reading, soft music, and gentle lighting will be used to help children transition to sleep.
- We will maintain consistency between home and setting sleep routines to provide a sense of security for children.

## Age-Appropriate Sleep Schedules

- Babies and younger children who require multiple naps will have schedules adapted to their developmental needs.
- Older children will have the option for quiet rest periods if they no longer nap.
- Sleep schedules will remain flexible to accommodate children's changing needs and ensure their overall well-being.

## Safe Sleep Practices

- We will strictly follow safe sleep guidance from health authorities and the EYFS framework:
  - Babies will be placed on their backs to sleep unless medically advised otherwise.
  - A firm, flat, and appropriately sized sleep surface will be used.
  - Loose bedding, pillows, cot bumpers, and stuffed animals will be removed from cribs and cots to prevent suffocation hazards.
- Sleep areas will be regularly cleaned and maintained.

## Supervision and Monitoring

- Sleeping children will be monitored regularly with visual checks to ensure their safety.
- Staff will be trained in safe sleep practices and will respond promptly to children who wake or show signs of distress.

## Comfort and Security

- Comfort items such as pacifiers, small blankets, or soft toys (as agreed upon with parents) may be provided to help children settle.

- Staff will use gentle reassurance techniques to help children feel secure and relaxed.

### **Communication with Parents**

- Parents or legal guardians will be informed about their child's sleep patterns, including nap duration and any observed sleep-related behaviours.
- Parents are encouraged to share updates on their child's sleep routine at home to help maintain consistency.

### **Sudden Infant Death Syndrome (SIDS) Prevention**

- We will follow the latest SIDS prevention guidelines and educate both staff and parents on safe sleep practices.
- Any changes to recommended sleep practices will be promptly communicated to parents.

### **Documentation**

- Detailed records of children's sleep patterns and nap times will be maintained to track individual needs and changes.
- Any significant concerns or changes in a child's sleep behaviour will be documented and shared with parents as necessary.

## Smoking Policy

**Policy Statement:** At our Settings, we are committed to providing a **safe, healthy, and smoke-free environment** for all children, staff members, parents, and visitors. Exposure to smoking, including second-hand smoke and vaping, poses significant health risks, particularly to young children. This policy ensures compliance with **EYFS 2025 regulations** and supports the promotion of a healthy lifestyle within our setting.

### No Smoking Policy

- **Smoking, including the use of electronic cigarettes (vaping), is strictly prohibited** in all areas of the premises.
- This policy applies to all **staff members, parents, visitors, and contractors** at all times.
- Smoking is **not permitted indoors or outdoors**, including gardens, playgrounds, parking areas, or entrances/exits.

### Maintaining a Smoke-Free Environment

- We will **actively promote a smoke-free culture** to safeguard the health of children and others in our care.
- Signage will be displayed in **prominent areas** to inform all visitors, parents, and staff of the **no smoking** policy.
- Staff will educate children on the **importance of a healthy lifestyle** and the dangers of smoking through age-appropriate discussions.

### Staff Responsibilities

- All **staff members must adhere** to this policy while on duty and during any outings or off-site activities.
- Staff are expected to **act as role models** by promoting healthy behaviours and discouraging smoking.
- Any staff member who wishes to smoke must **do so off-site and away from children** during break periods.

### Parent and Visitor Compliance

- Parents, legal guardians, and all visitors will be **informed of the no-smoking policy** during enrolment or their first visit.
- It is the responsibility of **all parents and visitors to comply** with the policy while on the premises.
- If any visitor is found smoking, they will be asked to **leave the premises immediately** and reminded of the policy.

### Designated Smoking Areas

- Staff or visitors wishing to smoke must **leave the premises entirely** before doing so.

### Education and Awareness

- Staff will be encouraged to **raise awareness** about the **dangers of smoking and second-hand smoke** to promote a smoke-free lifestyle.
- Resources on **quitting smoking and support services** will be made available to parents and staff.

## Enforcement and Non-Compliance

- **Non-compliance with the no-smoking policy** will be addressed immediately.
- If a **staff member, parent, or visitor** is found smoking on the premises, they will receive a **verbal warning** and be reminded of the policy.
- **Repeated violations** may result in further action, such as **formal warnings, restrictions on access to the setting, or disciplinary measures** for staff members.

## Social Media Policy

**Policy Statement:** At our Settings, we recognise the growing role of social media in communication and information sharing. However, we **prioritise the privacy, safety, and professionalism** of our services. This policy ensures that all **staff, parents, and stakeholders** use social media responsibly while safeguarding the well-being and confidentiality of children.

### Responsible Use of Social Media

- Staff members must **use social media professionally and responsibly**, ensuring their online activities do not **compromise the reputation, confidentiality, or security** of the setting.
- The setting will maintain **official social media accounts** for professional purposes only.
- Personal social media use **must remain separate** from professional interactions related to the g setting.

### Confidentiality and Privacy

- **Under no circumstances** will staff share **confidential information, photographs, or personal details** of children, parents, or colleagues on their personal social media accounts.
- Parents must provide **written consent** before any **photos or updates** involving their child are posted on official setting social media accounts.
- Even with consent, all **identifying details** (such as names, school names, or locations) **will be excluded** from public posts.

### Separation Between Personal and Professional Use

- Staff must **not engage in social media interactions** with parents or colleagues that could compromise professional boundaries.
- Personal opinions shared on individual accounts **must not be attributed** to the setting.
- "Friendly but not a friend"  
Some parents are naturally supportive and outgoing others are reticent and less confident about being involved. All parents should be treated fairly. The relationship should be friendly but professional. Staff who have personal contact or are friends with some parents outside Preschool are strictly forbidden to discuss matters relevant to Preschool business (e.g. talking about the children in our care) outside Preschool. Equally matters not relating to Preschool business should not be discussed with parents at the Preschool. Staff must ensure that any comments or items "shared" on their personal Facebook or Social Networking account could not be taken negatively. for example racist comments or bad language.

Note: This would be considered misconduct and would result in disciplinary procedures.

### Respectful and Professional Communication

- Staff must **engage in respectful, professional, and appropriate discussions** on all social media platforms.
- Staff must **not participate in online debates, disclose workplace disputes, or use offensive language** that could reflect poorly on the setting.
- Parents and staff are expected to **communicate directly** with the setting to raise concerns rather than using social media for complaints or discussions that could breach confidentiality.

## Parent and Child Privacy

- Parents will be **informed about the setting's use of social media**, including how and why content might be shared.
- No child's image or information will be shared **without explicit, signed parental consent and a clear explanation** of how the content will be used.
- Social media posts will not **share specific locations, identifiable backgrounds, or real-time details** of outings or events to protect children's safety.

## Monitoring and Oversight

- The **setting reserves the right** to monitor its official social media accounts to ensure content aligns with its policies and values.
- Any **posts or online activities** that conflict with safeguarding policies may result in appropriate action, including **policy reviews or disciplinary measures** for staff.

## Reporting Concerns

- Staff and parents are **encouraged to report** any **inappropriate, offensive, or misleading content** related to the setting on social media.
- Any **concerns about a staff member's online activity** will be addressed **confidentially and in line with safeguarding procedures**.

## Special and Additional Support Needs (SEND) Policy

**Policy Statement:** At our Settings, we are committed to **providing an inclusive, accessible, and supportive environment** for children with special and additional support needs (SEND). Our aim is to ensure that **all children receive the care, learning experiences, and support they need** to thrive in our setting. This policy outlines our **approach to meeting the diverse needs of children with SEND**, in line with **statutory guidance, best practices, and the EYFS 2025 framework**.

### Definition of SEND

- SEND refers to **children with disabilities, developmental delays, or additional needs** that require tailored support to **fully access and participate** in the childcare setting.
- SEND may include **physical, sensory, cognitive, emotional, communication, or social needs** that require additional resources, strategies, or interventions.

### Commitment to Inclusivity and Respect

- Every child has the right to **equal access, participation, and opportunities** in our setting.
- We **embrace diversity** and ensure that children with SEND **feel valued, respected, and supported** in all aspects of their care and learning.
- We **challenge discrimination and barriers**, ensuring that our environment is **inclusive and welcoming** to all children.

### Identification and Early Intervention

- We work **proactively** with parents and caregivers to **identify potential SEND needs as early as possible**.
- Observations, discussions, and **formal assessments** will be used to determine a child's **strengths, challenges, and required support**.
- We collaborate with **health professionals, educational specialists, and local authorities** to ensure a **comprehensive understanding of each child's needs**.

### Individualised Education Plans (IEP)

- **Personalised support plans** will be developed for children with identified SEND needs. These will outline:
  - Specific **goals and strategies** tailored to the child's development.
  - **Adaptations to routines, resources, and activities** to promote participation.
  - Details of **any external support services** involved in the child's care.
- IEPs will be **reviewed regularly** to assess progress and make necessary adjustments.

### Staff Training and Professional Development

- Staff members will receive **ongoing SEND training** to ensure they have the **knowledge, skills, and confidence** to support children effectively.
- Training topics will include:
  - **Understanding and supporting different types of SEND** (e.g., autism, ADHD, sensory impairments, speech delays).
  - **Communication strategies and assistive technology** for children with language barriers.
  - **Adapting the learning environment** to enhance accessibility.

- Staff will also have access to **external SEND training and specialist advice** as needed.

### **Inclusive Learning and Adaptations**

- Activities and learning experiences will be **flexible and adapted** to meet **individual needs**.
- We will provide:
  - **Sensory-friendly materials** and alternative learning methods.
  - **Quiet areas and emotional regulation spaces** for children who may need them.
  - **Physical adaptations**, such as ramps or specialist seating if required.
- Group activities will be **structured to promote engagement, collaboration, and peer interactions** in a way that is inclusive of children with SEND.

### **Accessibility and Environment Adjustments**

- We will make **reasonable adjustments** to our environment to accommodate children with SEND, including:
  - Providing **accessible facilities** for children with mobility challenges.
  - Creating **calm and structured environments** for children with sensory sensitivities.
  - Using **visual schedules and communication aids** where necessary.

### **Social and Emotional Well-being**

- We recognise the importance of **emotional and mental well-being** for children with SEND.
- Staff will support **positive social interactions, friendships, and self-regulation strategies** to help children feel safe, confident, and included.

### **Partnerships with Parents and External Professionals**

- We will work **in collaboration with parents** to ensure **consistency in support** between home and the childcare setting.
- Regular **meetings and progress updates** will be provided to parents to discuss their child's development.
- Where necessary, we will liaise with:
  - **Speech and language therapists**
  - **Occupational therapists**
  - **Specialist SEND advisors**
  - **Educational psychologists**
- Parents will be **fully involved** in any decisions regarding their child's **care, interventions, and support strategies**.

### **Confidentiality and Data Protection**

- All information regarding a child's SEND **will be kept confidential** and only shared with **parental consent** or when required by law.
- Any records or support plans **will be securely stored** and used solely for the purpose of enhancing the child's well-being.

## Staff Behaviour Policy

**Policy Statement:** At our Settings, we are committed to maintaining a professional, respectful, and child-centred environment. This policy outlines expected standards of conduct for all staff members, ensuring professionalism, positive interactions, and a safe, nurturing setting for children.

### Professional Conduct

- Staff members must behave professionally at all times, both within and outside the setting.
- All staff must adhere to policies, procedures, and ethical standards set by the Company and comply with **EYFS 2025** requirements and safeguarding policies.

### Respectful Interactions

- Staff will treat all children, parents, colleagues, and visitors with **respect, fairness, and dignity**, regardless of background, culture, or beliefs.
- Interactions with children should be **positive, encouraging, and age-appropriate**, fostering a sense of trust and emotional security.
- Any form of **harassment, bullying, discrimination, or inappropriate behaviour** will not be tolerated.

### Confidentiality

- Staff must maintain **strict confidentiality** regarding personal or sensitive information about children, families, and colleagues.
- Confidential discussions should only take place with **authorised personnel** or when legally required.

### Maintaining Professional Boundaries

- Staff must maintain **clear professional boundaries** with parents, children, and colleagues.
- **Personal relationships or conflicts of interest** that may compromise professionalism must be disclosed to management.

### Appearance and Dress Code

- Staff should present themselves in a **professional, practical, and safe** manner.
- Clothing must be **appropriate for working with children**, taking into account hygiene, safety, and cultural sensitivity.

### Punctuality and Attendance

- Staff must arrive **on time** for scheduled shifts and meetings.
- Any **expected absence or lateness** should be communicated **promptly** to management.

### Personal Conduct

- Staff must refrain from behaviour that may be **harmful, offensive, or inappropriate**, including:
  - **Discrimination, harassment, or bullying**
  - **Substance abuse or intoxication while on duty**
  - **Use of inappropriate language, gestures, or actions**

- Staff must **adhere to social media policies**, ensuring they **do not** post anything that could compromise the setting's reputation.

### Compliance with Policies & Procedures

- Staff must be familiar with and follow all policies, including those related to:
  - **Safeguarding and child protection**
  - **Whistleblowing**
  - **Health and safety**
  - **Data protection and confidentiality**

### Alignment with EYFS 2025 Changes

This policy aligns with the **EYFS 2025 updates**, ensuring that:

- **Safer recruitment measures** are followed, including verifying references from authoritative sources.
- **Whistleblowing procedures** are clearly outlined, ensuring staff can report unsafe practices.
- **Safeguarding training requirements** are met, ensuring staff are competent in handling child welfare concerns.
- **Information sharing** protocols are in place to comply with the latest "**Keeping Children Safe in Education**" guidance.

### Disciplinary Procedures

- Violations of this policy may result in **disciplinary action**, including:
  - **Verbal or written warnings**
  - **Suspension**
  - **Termination of employment** (for serious breaches)
- Investigations will be **fair, transparent, and follow due process**, allowing staff to respond appropriately.

## Staff Personal Safety & Code Of Conduct Including Home Visits

**Policy Statement:** At our Settings, we believe that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

### Procedures

#### *General*

- All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
- Where possible, at least the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
- Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
- Minimal petty cash is kept on the premises.
- Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
- Managers have good liaison with local police and ask for advice on safe practice where there are issues or concerns.

#### *Home visits*

Where staff members conduct home visits, this is done at the manager's discretion and the following health and safety considerations apply:

- Prior to a home visit the key person and manager undertake a risk assessment that is specific to the visit being undertaken.
- Members of staff normally do home visits in pairs – usually the manager/deputy manager with the key person.
- Each home visit is recorded in the diary with the name and address of the family being visited, prior to the visit taking place.
- Staff alert an agreed contact person in the setting when they are leaving to do the home visit and advise on their expected time of return.
- If there is any reason for staff to feel concerned about entering premises, they do not do so, for example, if a parent appears drunk.
- Members of staff carry a mobile phone when going out on a home visit.
- Staff identify an emergency word/phrase, which is made known to all staff in the setting, so that if they feel extremely threatened or in danger on a home visit they can covertly alert other members of staff via a telephone call to the situation. Use of the agreed word/phrase will initiate an immediate 999 call to be made.
- If staff do not return from the home visit at the designated time, the contact person attempts to phone them and continues to do so until they make contact.
- If no contact is made after a reasonable amount of time has passed, the contact person rings the police.

#### *Dealing with agitated parents in the setting*

- If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Members of staff will try to empathise and ensure that the language they use can be easily understood.
- Staff will speak in low, even tones, below the voice level of the parent.
- Members of staff will make it clear that they want to listen and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, while avoiding potentially inflammatory expressions such as 'calm down' or 'be reasonable'.

- If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
- After the event, details are recorded in the child's personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.

## **STAFF CODE OF CONDUCT**

Our staff are all expected to:

### **Care**

1. Supervise the children at all times.
2. Be aware of the children's safety and needs
3. Ensure there are plenty of stimulating educational and fun activities.
4. Respond to the individual needs and demands of your family to the best of their ability.
5. Treat equipment and resources with care and respect as if they were their own.
6. Be accountable and take responsibility for their actions.

### **Quality**

1. Reflect on own work and identify strengths and weaknesses.
2. Build upon strengths and improve on weaknesses
3. Enhance the nursery and care given in any way you can.
4. Provide constructive feedback and ideas to help improve the preschool.
5. Seek to improve themselves and their skills.

### **Commitment**

1. Be prepared and willing to go the extra mile.
2. Be enthusiastic towards the job, parents, children and other team members.
3. Be reliable with minimal absences and put yourself in the shoes of others.
4. Promote the preschool vision, mission and culture.
5. Ensure the highest quality of care to the children and safeguard their environment.

### **Trust**

1. Act with honour and integrity. Be honest, truthful and open.
2. Uphold the trust placed in you by families by respecting their individual requests and demands and providing the highest standard of care.
3. Uphold the trust placed in you by fellow team members – look out for, and after them and do your fair share of work.

### **Teamwork**

1. Be mindful and proactive in observing and protecting the safety of your colleagues and those in your care.
2. Support fellow team members – ensure no one person is doing all the work and help other team members if they require it.
3. Be friendly and considerate – remember each individual is unique.
4. Work together to ensure the best possible outcomes of those in our care.
5. Communicate with parents and carers.

## Sun Protection Policy

**Policy Statement:** At our Settings, we prioritise the safety and well-being of children in our care. This Sun Protection Policy outlines our commitment to protecting children from the harmful effects of the sun by promoting sun-safe practices and providing a safe outdoor environment.

### Importance of Sun Protection

We recognise the importance of protecting children from the sun's harmful ultraviolet (UV) rays to prevent sunburn, heat-related illnesses, and long-term skin damage.

### Sun-Safe Clothing

Children will be encouraged to wear suitable clothing that covers their skin, such as lightweight long-sleeved tops, wide-brimmed hats, and sunglasses with UV protection.

### Sunscreen Application

Parents or legal guardians will be requested to apply sunscreen with at least SPF 30 to their child before arriving at the setting.

Staff will assist with reapplying sunscreen during the day, especially before outdoor play, after water activities, or when sweating.

### Permission and Consent

Parents or legal guardians will provide written consent for staff to apply sunscreen to their child. The consent form will indicate any specific preferences, brands, or allergies related to sunscreen application.

### Shade Provision

We will ensure that outdoor play areas have adequate shade, such as natural shade from trees or man-made structures like sun umbrellas or canopies.

### Hydration

Children will be encouraged to drink water frequently, especially during outdoor activities, to stay hydrated and prevent heat-related illnesses.

### Educating Children

We will teach children about the importance of sun protection, including:

- Wearing hats and protective clothing.
- Applying sunscreen correctly.
- Seeking shade when outdoors.

### Role Modelling

Staff will serve as role models by practicing sun-safe behaviours, such as wearing sun-protective clothing, applying sunscreen, and staying hydrated.

## **Parent Communication**

Parents or legal guardians will be informed about our sun protection practices and encouraged to provide appropriate clothing, hats, and sunscreen for their child.

# Technology Policy

## Policy Statement

At our Settings, we believe in providing a **balanced and enriching environment** for children in our care. This policy outlines our approach to **limiting and managing screen time** to ensure that television and games consoles are used appropriately to **support children's development, learning, and well-being**.

## Limiting Screen Time

- Television and games console use will be **limited and carefully monitored** during working hours.
- **Active play and interactive learning** will always take priority over screen time.

## Age-Appropriate Content

- All television programs and games will be **age-appropriate** and selected to **support children's development**.
- Content will encourage **learning, creativity, and social development** while avoiding excessive stimulation.

## Scheduled Screen Time

- Screen time will be **scheduled** and limited to specific times during the day.
- **Screens will not be used during mealtimes** to encourage social interactions and conversation.

## Educational and Interactive Content

- We will prioritise **educational programs and games** that align with the **Early Years Foundation Stage (EYFS) 2025 curriculum** to enhance learning.
- Content will include **problem-solving, critical thinking, and creativity**-boosting activities.

## Screen Time Guidelines

- We will follow **recommendations from health organisations** such as the NHS and World Health Organisation (WHO).
- The **maximum daily screen time allowance** will be based on the child's age and **strictly adhered to**.

## Physical Activity

- We will encourage children to participate in **daily physical activities and outdoor play** to balance screen time with movement.
- Outdoor play, sensory activities, and gross motor skills development will be **integrated into daily routines**.

## Screen-Free Zones

- Certain areas, such as **dining areas and quiet spaces**, will be designated as **screen-free zones**.
- These areas will **encourage face-to-face interactions, relaxation, and focus on non-screen activities** such as reading, art, and imaginative play.

## Staff Role Modelling

- Staff will **lead by example** by minimising their **personal device use** during working hours.
- Staff will **actively engage** with children during play and activities to **promote a screen-free culture**.

## Terrorist Attack / National Emergency Policy

Policy Statement: At our Settings, the safety and well-being of children and staff members are our top priorities. This policy outlines our preparedness, response procedures, and communication strategies in the event of a terrorist attack or national emergency. Our aim is to ensure the security, reassurance, and effective coordination of all individuals involved.

### Preparedness and Awareness

- We recognise the importance of preparedness for potential emergencies, including terrorist incidents, civil unrest, or national crises.
- Staff members will receive training on emergency procedures and response protocols to enhance readiness.

### Communication and Contact Information

- We will maintain up-to-date contact information for parents, legal guardians, and emergency contacts.
- Staff members will have immediate access to emergency contact details at all times.

### Emergency Contact Procedures

- In the event of a terrorist attack or national emergency, staff will follow pre-designated communication procedures to keep parents and guardians informed.
- Regular updates will be provided to ensure that families are aware of the situation and the safety of children and staff.

### Shelter-in-Place or Lockdown

- If necessary, the setting may go into lockdown or shelter-in-place mode to ensure everyone's safety.
- Lockdown procedures will be practiced regularly to ensure staff and children remain calm and secure in an emergency.

### Evacuation Procedures

- If an evacuation is necessary, pre-determined evacuation procedures will be immediately implemented.
- Designated evacuation routes and assembly points will be communicated to staff, and children will be safely escorted to a secure location.

### Secure Communication

- Staff will use secure communication channels such as text messages or phone calls to relay emergency updates.
- Public communication platforms (e.g., social media) will be used responsibly to ensure accurate information is shared with parents.

### Reuniting Families

- Parents and guardians will be given clear instructions on how and where to reunite with their child.

- Staff will ensure children are only handed over to authorised individuals using pre-agreed emergency procedures.

#### Support and Reassurance

- Staff will provide emotional support to children during and after the emergency, using calming techniques and age-appropriate explanations.
- Communication with parents will prioritise reassurance, offering accurate updates and support.

#### Review and Drills

- This policy will be reviewed annually or sooner if needed to remain compliant with the latest legislation and safety guidance.
- Regular emergency drills and training will be conducted to ensure that all staff are confident in executing safety measures.

#### Reporting and Documentation

- Any incidents related to terrorist threats or national emergencies will be documented and reported in line with legal and regulatory requirements.

## Transfer Of Records To School

**Policy Statement:** At our Settings, we recognise that children sometimes move to another early years setting before they go on to school, although many will leave our setting to enter a nursery or reception class.

We prepare children for these transitions and involve parents and the receiving setting or school in this process. We prepare records about a child's development and learning in the Early Years Foundation Stage in our setting; in order to enable smooth transitions, we share appropriate information with the receiving setting or school at transfer.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Children Board.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so.

### Procedures

#### *Transfer of development records for a child moving to another early years setting or school*

- Using the *Early Years Outcomes* (DfE 2013) guidance and our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.
- The record refers to:
  - any additional language spoken by the child and his or her progress in both languages;
  - any additional needs that have been identified or addressed by our setting;
  - any special needs or disability, whether a CAF was raised in respect of special needs or disability, whether there is an Education, Health and Care Plan, and the name of the lead professional.
- The record contains a summary by the key person and a summary of the parent's view of the child.
- The document may be accompanied by other evidence, such as photos or drawings that the child has made.
- When a child transfers to a school, most local authorities provide an assessment summary format or a transition record, which we will follow as applicable.
- If there have been any welfare or protection concerns, we place a star on the front of the assessment record.

#### *Transfer of confidential information*

- The receiving school or setting will need to have a record of any safeguarding or child protection concerns that were raised in our setting and what was done about them.
- We will make a summary of the concerns to send to the receiving setting or school, along with the date of the last professional meeting or case conference. Some Local Safeguarding Children Boards will stipulate the forms to be used and provide these for us to use.
- Where a referral has been raised in respect of any welfare concerns, we will pass the name and contact details of the lead professional on to the receiving setting or school.
- Where there has been a s47 investigation regarding a child protection concern, we will pass the name and contact details of the child's social worker on to the receiving setting or school – regardless of the outcome of the investigation.
- We post or take the information to the school or setting, ensuring it is addressed to the setting or school's designated person for child protection and marked as 'confidential'. A receipt is obtained.

- We do not pass any other documentation from the child's personal file to the receiving setting or school.

## Transport Policy

**Policy Statement:** At our Settings, we prioritise the **safety and well-being** of children in our care, including **during any transportation activities**. This Transport Policy outlines our commitment to **safe and responsible transportation practices**, ensuring compliance with all **legal and safeguarding requirements**.

### Transportation Responsibilities

- Staff transporting children will have a **valid driver's license**, appropriate **insurance coverage**, and a **safe, roadworthy vehicle**.
- Vehicles used for transport must meet **MOT, tax, and insurance requirements**, with **business use coverage** if necessary.

### Transportation Planning

- Transport activities will be **planned in advance**, ensuring **safe routes, schedules, and risk assessments** are in place.
- Parents will be **notified in advance** about any transportation activities, including **destinations, times, and duration**.

### Safety Seats and Restraints

- **Age-appropriate car seats, booster seats, or seat belts** will be used as required by law.
- Staff will ensure that **all restraints are correctly fitted and fastened** before departure.

### Vehicle Safety

- Vehicles will be **regularly maintained** and checked, including brakes, lights, and tires.
- A **first aid kit and emergency contact details** will be available in the vehicle at all times.
- Staff will follow **local road laws and speed limits**, ensuring **safe and careful driving**.

### Authorised Drivers

- Only **authorised and trained staff** will transport children.
- Parents will be informed **if an additional driver is used**, along with their credentials.

### Consent for Transportation

- **Written consent** from parents or legal guardians is required for all transportation.
- Consent forms will include:
  - **Destination and purpose of the trip**
  - **Mode of transport**
  - **Safety measures in place**

### Emergency Procedures

- Staff will be **trained in first aid and emergency response**.
- In case of an emergency:
  - **Parents will be contacted immediately**.
  - If necessary, **emergency services will be called**.
  - Children will be kept **safe and reassured** while awaiting help.

## Seat Belts and Supervision

- **Seat belts must be worn at all times** while the vehicle is in motion.
- Children will be **supervised and supported** to ensure appropriate behaviour during transport.

## Communication with Parents

- Parents will receive **prior notice** of any outings requiring transport.
- Any **delays or changes** will be communicated promptly.

## Child-to-Staff Ratio

- Appropriate **child-to-staff ratios** will be maintained during transport.
- When required, **additional staff or assistants** will accompany trips to ensure **safe supervision**.

## Breakdowns and Emergencies

- A **contingency plan** will be in place in case of:
  - **Vehicle breakdown**
  - **Accident**
  - **Unexpected delays**
- In these cases, children will be kept **safe and comfortable** while awaiting assistance.

## Walking Transport

- Staff will ensure children are reminded to hold hands and be aware of road safety
- If Buggies are used to transport children a safety harness will be used at all times.

## Two Year Old Policy

**Policy Statement:** At our Settings, we aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play.

How your child plays, learns, speaks, and acts offers important clues about your child's development. Developmental milestones are things most children can do by a certain age. We undertake developmental checks on all children between the ages of 2 – 3 years.

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short-written summary of their child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development, Physical Development and Communication and Language. This should be completed when the child is aged between 24-36 months.

The aims of the progress check are to:

- Review a child's development in the three prime areas of the EYFS.
- Share this information with parents at an agreed time to ensure they have a clear picture of their child's development.
- Enable us to understand the child's needs and plan activities and experiences to meet them in the setting.
- Enable parents to understand the child's needs and enhance development at home, with support from the setting.
- Note areas where the child is progressing well and identify any areas where progress is less than expected.
- Describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

The progress check will:

- Be completed by a practitioner who knows the child well and works directly with them in the setting - this will normally be the child's key person.
- Arise from the ongoing observational assessments carried out as part of everyday practice in the setting.
- Be based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently.
- Take account of the views and contributions of parents, and the child if appropriate.
- Consider the views of other practitioners and, where relevant, other professionals working with the child.

The progress check will:

- Be clear and easy to read, avoiding unfamiliar jargon, acronyms or terminology (with interpretation and translation available where appropriate).
- Present a truthful yet sensitive reflection of what the child can do and their achievements to date.
- Identify areas where the child is progressing at a slower pace than expected.
- Recognise parents' in-depth knowledge of their child by incorporating their observations and comments and explain how their child's learning and development will be supported in the setting.

The EYFS requires that the progress check is carried out when a child is age two, this includes any child that starts at the setting between the ages of 24-36 months. The following factors will be considered before commencing:

The setting will allow a settling in period for the child to enable their key person and other practitioners to build up good knowledge of the child's development, abilities and interests before completing the progress check. (Normally six to eight weeks).

If a child has a period of ill health or a significant event in their family (e.g. family breakdown, bereavement or the arrival of a sibling) it may be appropriate to delay the check.

If a child has a period of absence or irregular attendance.

Where possible, we will carry out the progress check in time for parents to share it with the health visitor at the two-year-old health and development review.

If the child has already had the health visitor 2-year-old check the setting is still required to carry out the EYFS 2 year old check.

# Visitors Policy

## Policy Statement

At our Settings, the **safety, security, and well-being** of children are our top priorities. This policy outlines our procedures for **managing visitors** while maintaining a **safe and nurturing environment**. It has been updated to reflect **EYFS 2025 changes**, ensuring compliance with enhanced **safeguarding and visitor protocols**.

## Definition of Visitors

Visitors include any **individuals who are not part of the regular staff** or children enrolled in the setting, such as:

- Parents and guardians
- Family members
- External professionals (e.g., inspectors, health visitors, speech therapists)
- Contractors and maintenance workers
- Other invited guests

## Prior Notification and Approval

- All visitors, including parents and professionals, **must notify the setting in advance** of their visit.
- Visitors will only be approved **if their presence does not disrupt** the children's routine, safety, or learning environment.
- Ofsted inspectors and safeguarding professionals may visit **without prior notice** and must be given full access to relevant areas and records.

## Identification and Sign-In Procedures

- Visitors **must sign in upon arrival**, providing their **name, contact details, purpose of visit, and time of entry/exit**.
- Visitors will be issued a **visitor badge**, which must be worn visibly at all times while on the premises.
- **A record of all visitors** will be maintained for safeguarding compliance and monitoring purposes.

## Supervision and Interaction with Children

- Visitors must **always be supervised** while in the setting.
- Visitors **are not permitted to interact with children** unless supervised by Staff.
- Visitors **must not be left alone** with any child under any circumstances.

## Confidentiality and Privacy

- Visitors must **respect the confidentiality** of children, parents, and staff members.
- **Sensitive or personal information** shared during visits must **not be disclosed** to unauthorised parties.

## Compliance with Policies

- Visitors must comply with **all policies**, including those related to:

- Safeguarding
- Health and Safety
- Hygiene and Infection Control
- Behaviour Expectations
- Visitors will be informed of any **specific policies they must follow** before entering the premises.

### Unannounced Visits

- **Unannounced visits from parents or legal guardians** are permitted, but Managers must be notified **immediately upon arrival**.
- Emergency services, Ofsted inspectors, or safeguarding professionals **may enter unannounced**, and settings must **cooperate fully**.

### Visitor Restrictions

- Visitors **are NOT allowed** to access areas where children are:
  - Sleeping
  - Receiving personal care (e.g., nappy changing, toileting)
- Visitors **are NOT permitted to take photos or videos** of children without prior **written parental consent**.

### Reporting Concerns

- If a visitor **notices a safety or security concern**, they should **report it to the Manager immediately**.
- Any **safeguarding concerns** related to a visitor must be **logged and reported** according to the **setting's Safeguarding Policy**.

# Wearable Technology Policy

## **Policy Statement:**

At our Settings, the safety, privacy, and safeguarding of the children in our care is our highest priority. This Wearable Technology Policy outlines our procedures for managing and restricting the use of wearable technology that may record or transmit audio, video, or location data within the setting.

## **Purpose:**

This policy aims to ensure that wearable technology does not compromise children's privacy, breach data protection laws, or interfere with safeguarding responsibilities.

## **Definition of Wearable Technology:**

Wearable technology includes, but is not limited to:

- Smart watches with cameras, microphones, or messaging capabilities
- Smart glasses with recording or live streaming functionality
- Fitness bands that can transmit data
- Any body-worn device capable of capturing images, video, sound, or GPS location

## **General Rules:**

- Children are not permitted to wear or bring wearable technology into the setting unless explicitly agreed in advance for medical or SEND purposes.
- Staff and visitors must not wear or use wearable technology capable of recording or transmitting data while on the premises unless it is essential and authorised (e.g., for medical alerts).
- Any exceptions must be risk assessed and documented
- In all cases the wifi/Bluetooth must be turned off

## **Staff Responsibilities:**

- Staff must not use wearable technology during working hours unless it is part of an agreed reasonable adjustment or essential for health reasons (e.g., diabetes monitors).
- Any smart devices must be disabled from recording or connecting to the internet while on the premises.
- Staff are expected to store personal smartwatches or wearable devices with similar functions in secure staff-only areas if they cannot be used in compliance with this policy.

## **Parental and Visitor Guidance:**

- Parents and visitors will be asked to remove or disable wearable technology that has recording capabilities when entering the setting.
- Signs may be displayed to remind visitors of the setting's stance on wearable technology and privacy protection.

## **SEND and Medical Considerations:**

- In cases where a child or adult needs to wear a specific device for medical or additional support needs (e.g., glucose monitors, communication aids), this must be discussed, risk assessed, and documented with parental/carers input.
- Data from such devices will be handled securely and sensitively, following GDPR guidelines.

## **Data Protection and Safeguarding:**

- No data (images, videos, audio, or personal information) should be collected or transmitted via wearable devices within the setting without explicit written parental consent and appropriate security controls.
- Any breach of this policy may result in disciplinary action and will be treated as a safeguarding matter if children's safety or privacy is compromised.

## Whistle-Blowing / Raising Concerns Policy

**Policy Statement:** At our Settings, we are committed to **maintaining a safe, transparent, and open environment** where staff members, parents, and stakeholders **feel empowered to raise concerns** without fear of reprisal. This policy ensures that all **concerns about safeguarding, misconduct, or policy failures** are taken seriously and **addressed promptly** to uphold the highest standards of care and safety for children.

### Definition of Whistle-Blowing

Whistle-blowing refers to the act of **raising concerns** about suspected **misconduct, malpractice, risks, or violations of policies** within the setting. This includes:

- Concerns about **safeguarding practices**
- Reports of **staff misconduct**
- Breaches of **policies and procedures**
- **Health and safety failures**
- Any actions that could **put a child at risk**

### Clear Procedures for Reporting Concerns

We have a **clear and well-defined process** for reporting concerns to ensure a **safe and supportive environment** for whistle-blowers.

- **Step 1: Raising a Concern**
  - Staff, parents, or stakeholders can **report concerns in confidence** to the designated safeguarding lead (DSL) or SMT.
  - Concerns should include **specific details** such as dates, times, individuals involved, and any supporting evidence.
- **Step 2: Confidential Investigation**
  - All reports will be **investigated promptly and thoroughly** while maintaining **confidentiality**.
  - The individual raising the concern **will not face retaliation or discrimination** for making a report in good faith.
- **Step 3: Outcome and Action**
  - If misconduct is found, **appropriate action** will be taken, such as **staff training, policy reviews, disciplinary action, or referrals to external authorities**.
  - The whistle-blower will be informed **of the outcome where possible** while respecting confidentiality laws.
- **Step 4: Right to Appeal**
  - If the whistle-blower is dissatisfied with the outcome, they may **escalate the concern** to a higher authority, such as Ofsted or the Local Authority Designated Officer (LADO) or NSPCC.

### Confidentiality and Protection for Whistle-Blowers

- **All reports will be handled with confidentiality** to protect those raising concerns.
- Staff, parents, and stakeholders are **encouraged to provide their name** when reporting concerns to allow for follow-up, but anonymous reports will still be investigated.
- **No staff member will face disciplinary action or retaliation** for reporting concerns in good faith.

### Creating a Supportive Environment

- Our setting **promotes a culture** where raising concerns is encouraged and seen as a **positive step toward safeguarding**.
- Staff **receive training** on whistle-blowing procedures and how to report concerns.
- Parents and staff are made aware of this policy **upon registration and during induction**.

#### **False or Malicious Reports**

- Whistle-blowing should always be done in **good faith**.
- **Deliberate false or malicious reports** will be taken seriously and may result in disciplinary action.

#### **Important / Useful Numbers**

**SMT (Senior Management Team): 07878 958067**

**Ofsted: 0300 123 3155**

**LADO: 01708 4316533**

**NSPCC: 0800 0280285**

**MASH: 01708 433222**

## Working In Partnership with Other Agencies

**Policy Statement:** At our Settings, we work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

### Procedures

- We work in partnership, or in tandem, with local and national agencies to promote the well-being of children.
- We have procedures in place for the sharing of information about children and families with other agencies. These are set out in our Privacy Notice, Information Sharing Policy, Safeguarding Children and Child Protection Policy and the Supporting Children with Special Educational Needs Policy.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in our setting and respect their professional roles.
- We follow the protocols for working with agencies, for example on child protection.
- We ensure that staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary, we consult with and signpost to local and national agencies who offer a wealth of advice and information that help us to develop our understanding of the issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.