



# Policies and procedures 2011

# The *Riverside* Nursery School

## Policies and procedures

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## **Introduction**

Our policies and procedures help us to provide good quality provision. They do this by making clear to staff and parents what sort of setting we want to be and what has to be done to make this happen. Section 3.8 in the Statutory Framework of the Early Years Foundation Stage requires that we have written policies and procedures and ensure that all staff are given copies at their induction and that they are provided and explained to parents.

The Welfare Requirements within the Statutory Framework of the Early Years Foundation Stage has five overarching general requirements and our policies and procedures are designed to ensure that we meet these requirements.

### *Safeguarding and promoting children's welfare*

The Riverside Nursery School will take necessary steps to safeguard and promote the welfare of children. We will promote the good health of the children, take necessary steps to prevent the spread of infection and take appropriate action when they are ill. Children's behaviour will be managed effectively and in a manner appropriate for their stage of development and particular individual needs.

### *Suitable people*

The Riverside Nursery School will ensure that adults looking after children, or having unsupervised access to them, are suitable to do so. Adults looking after children must have appropriate qualifications, training, skills and knowledge. Staffing arrangements are organised to ensure safety and to meet the needs of the children.

### *Suitable premises, environment and equipment*

Outdoor and indoor spaces, furniture, equipment and toys are safe and suitable for their purpose.

### *Organisation*

The Riverside Nursery School plans and organises systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

### *Documentation*

The Riverside Nursery School will maintain records, policies and procedures required for the safe and efficient management of the setting that meet the needs of children.

## General Welfare Requirement: Safeguarding and Promoting Children's Welfare

The provider must take necessary steps to safeguard and promote the welfare of children.

### Safeguarding children

#### 1.1 Safeguarding children and child protection

(Including managing allegations of abuse against a member of staff)

##### Policy statement

Our setting will work with children, parents and the community to ensure the rights and safety of children and to give them the very best start in life. Our safeguarding policy is based on the three key commitments of the Pre-school Learning Alliance Safeguarding Children Policy.

##### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

##### Procedures

We carry out the following procedures to ensure we meet the three key commitments of the Alliance Safeguarding Children Policy.

###### *Key commitment 1*

The Alliance is committed to building a 'culture of safety' in which children are protected from abuse and harm in all areas of its service delivery.

###### *Staff and volunteers*

- ◆ Our designated person (a member of staff) who co-ordinates child protection issues is:

**Beverley Feeney**

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- ◆ We ensure all staff and parents are made aware of our safeguarding policies and procedures.
- ◆ We provide adequate and appropriate staffing resources to meet the needs of children.
- ◆ Applicants for posts within the setting are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- ◆ Candidates are informed of the need to carry out 'enhanced disclosure' checks with the Criminal Records Bureau before posts can be confirmed.
- ◆ Where applications are rejected because of information that has been disclosed, applicants have the right to know and to challenge incorrect information.
- ◆ We abide by Ofsted requirements in respect of references and Criminal Record Bureau checks for staff and volunteers, to ensure that no disqualified person or unsuitable person works at the setting or has access to the children.

- ♦ Volunteers do not work unsupervised.
- ♦ We abide by the Protection of Vulnerable Groups Act requirements in respect of any person who is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- ♦ We have procedures for recording the details of visitors to the setting.
- ♦ We take security steps to ensure that we have control over who comes into the setting so that no unauthorised person has unsupervised access to the children.

#### *Key commitment 2*

The Alliance is committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2006).

#### *Responding to suspicions of abuse*

- ♦ We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect.
- ♦ When children are suffering from physical, sexual or emotional abuse, or may be experiencing neglect, this may be demonstrated through the things they say (direct or indirect disclosure) or through changes in their appearance, their behaviour, or their play.
- ♦ Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the setting manager who is acting as the 'designated person'. The information is stored on the child's personal file.
- ♦ We refer concerns to the local authority children's social care department and co-operate fully in any subsequent investigation.  
NB In some cases this may mean the police or another agency identified by the Local Safeguarding Children's Board.
- ♦ We take care not to influence the outcome either through the way we speak to children or by asking questions of children.
- ♦ We use the detailed procedures and reporting format contained in the Pre-school Learning Alliance's publication 'Child Protection Record for use in Early Years Settings' when making a referral to children's social care or other appropriate agencies.

#### *Recording suspicions of abuse and disclosures*

- ♦ Where a child makes comments to a member of staff that gives cause for concern (disclosure), observes signs or signals that gives cause for concern, such as significant changes in behaviour; deterioration in general well-being; unexplained bruising, marks or signs of possible abuse or neglect that member of staff:
  - listens to the child, offers reassurance and gives assurance that she or he will take action;
  - does not question the child;
  - makes a written record that forms an objective record of the observation or disclosure that includes:
    - the date and time of the observation or the disclosure;
    - the exact words spoken by the child as far as possible;
    - the name of the person to whom the concern was reported, with date and time; and
    - the names of any other person present at the time.
- ♦ These records are signed and dated and kept in the child's personal file which is kept securely and confidentially.

### *Making a referral to the local authority social care team*

- ♦ The Pre-school Learning Alliance's publication 'Child Protection Record' contains detailed procedures for making a referral to the local social care team, as well as a template form for recording concerns and making a referral. This is based on 'What to do if you're worried a child is being abused' (HMG 2006).
- ♦ We keep a copy of this document and follow the detailed guidelines given.
- ♦ All members of staff are familiar with the Alliance's Child Protection Record and follow the procedures for recording and reporting.

### *Informing parents*

- ♦ Parents are normally the first point of contact.
- ♦ If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the Local Safeguarding Children Board does not allow this.
- ♦ This will usually be the case where the parent is the likely abuser. In these cases the investigating officers will inform parents.

### *Liaison with other agencies*

- ♦ We work within the Local Safeguarding Children Board guidelines.
- ♦ We have a copy of 'What to do if you're worried a child is being abused' for parents and staff and all staff are familiar with what to do if they have concerns.
- ♦ We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the setting and social services to work well together.
- ♦ We notify the registration authority (Ofsted) of any incident or accident and any changes in our arrangements which may affect the wellbeing of children.
- ♦ Contact details for the local National Society for the Prevention of Cruelty to Children (NSPCC) are also kept.
- ♦ If a referral is to be made to the local authority social care department, we act within the area's Safeguarding Children and Child Protection guidance in deciding whether we must inform the child's parents at the same time.

### *Allegations against staff*

- ♦ We ensure that all parents and staff know how to complain about the behaviour or actions of staff or volunteers within the setting, or anyone living or working on the premises occupied by the setting, which may include an allegation of abuse.
- ♦ We follow the guidance of the Local Safeguarding Children Board when responding to any complaint that a member of staff, or volunteer within the setting, or anyone living or working on the premises occupied by the setting, has abused a child.
- ♦ We respond to any disclosure by children or staff that abuse by a member of staff or volunteer within the setting, or anyone living or working on the premises occupied by the setting, may have taken, or is taking place, by first recording the details of any such alleged incident.
- ♦ We refer any such complaint immediately to the Local Area Designated Officer for allegation (01962 876364), to investigate. We also report any such alleged incident to Ofsted and the Early Education and Childcare Unit Senior Development Officer, to inform them what measures we have taken. We are aware that it is an offence not to do this.
- ♦ We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- ♦ Where the management and children's social care agree it is appropriate in the circumstances, the nursery owner will suspend the member of staff on full pay, or the volunteer, for the duration of the investigation. This is not an

indication of admission that the alleged incident has taken place, but is to protect the staff as well as children and families throughout the process.

- ◆ Should a member of staff be dismissed due to harm or abuse of a child the Independent Safeguarding Authority will be informed.

### *Disciplinary action*

- ◆ Where a member of staff or a volunteer is dismissed from the setting because of misconduct relating to a child, we notify the Independent Barring Board administrators so that the name may be included on the Protection of Children and Vulnerable Adults Barred List.

### *Key commitment 3*

The Alliance is committed to promoting awareness of child abuse issues throughout its training and learning programmes for adults. It is also committed to empowering young children, through its early childhood curriculum, promoting their right to be strong, resilient and listened to.

### *Training*

- ◆ We seek out training opportunities for all adults involved in the setting to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse and neglect and that they are aware of the local authority guidelines for making referrals.
- ◆ We ensure that all staff know the procedures for reporting and recording their concerns in the setting.

### *Planning*

- ◆ The layout of the rooms allows for constant supervision. No child is left alone with staff or volunteers in a one-to-one situation without being visible to others.

### *Curriculum*

- ◆ We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be *strong, resilient and listened to* and that they develop an understanding of why and how to keep safe.
- ◆ We create within the setting a culture of value and respect for the individual, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- ◆ We ensure that this is carried out in a way that is developmentally appropriate for the children.

### *Confidentiality*

- ◆ All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Local Safeguarding Children Board.

### *Support to families*

- ◆ We believe in building trusting and supportive relationships with families, staff and volunteers in the group.
- ◆ We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, providing information, monitoring of the child, and liaising at all times with the local children's social care team.
- ◆ We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.

- ♦ We follow the Child Protection Plan as set by the child's social care worker in relation to the setting's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- ♦ Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Local Safeguarding Children Board.

## Legal framework

### *Primary legislation*

- ♦ Children Act (1989 s47)
- ♦ Protection of Children Act (1999)
- ♦ Data Protection Act (1998)
- ♦ The Children Act (Every Child Matters) (2004)
- ♦ Safeguarding Vulnerable Groups Act (2006)

### *Secondary legislation*

- ♦ Sexual Offences Act (2003)
- ♦ Criminal Justice and Court Services Act (2000)
- ♦ Human Rights Act (1999)
- ♦ Race Relations (Amendment) Act (2000)
- ♦ Race Relations (Amendment) Act (1976) Regulations
- ♦ Equalities Act (2006)
- Data Protection Act (1998) Non Statutory Guidance

## Further Guidance

- ♦ Working Together to Safeguard Children (revised HMG 2006)
- ♦ What to do if you're Worried a Child is Being Abused (HMG 2006)
- ♦ Framework for the Assessment of Children in Need and their Families (DoH 2000)
- ♦ The Common Assessment Framework (2006)
- ♦ Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004 (HMG 2007)
- ♦ Information Sharing: Practitioners' Guide (HMG 2006)

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

## Other useful publications:

- ♦ Child Protection Record (2007)

# Safeguarding Children

## 1.2 Confidentiality and client access to records

### Policy statement

Definition: 'Confidential information is information of some sensitivity, which is not already lawfully in the public domain or readily available from another public source, and which has been shared in a relationship where the person giving the information understood it would not be shared with others.' (Information Sharing: Practitioners' Guide)

In our setting, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. There are record keeping systems in place that meet legal requirements; means of storing and sharing that information take place within the framework of the Data Protection Act and the Human Rights Act.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	

### Confidentiality procedures

- ◆ We will regard the information parents share with us to be confidential.
- ◆ Some parents sometimes share information about themselves with other parents as well as staff; the setting cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.
- ◆ Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it.
- ◆ We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- ◆ We keep all records securely (see our record keeping procedures).

### Client access to records procedures

Parents may request access to any confidential records held on their child and family following the procedure below:

- ♦ Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the nursery manager.
- ♦ The nursery manager will send a written acknowledgement.
- ♦ The setting commits to providing access within 14 days, although this may be extended.
- ♦ The nursery manager will prepare the file for viewing.
- ♦ All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on file.
- ♦ 'Third parties' include all family members who may be referred to in the records.
- ♦ It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- ♦ When all the consents/refusals to disclose have been received these are attached to the copy of the request letter.
- ♦ A photocopy of the complete file is taken.
- ♦ The nursery manager will go through the file and remove any information which a third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- ♦ What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- ♦ The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the nursery manager, so that it can be explained.
- ♦ Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the setting or another (third party) agency.

All the undertakings above are subject to the paramount commitment of the setting, which is to the safety and well-being of the child. Please see also our policy on child protection.

## Legal framework

- ♦ Data Protection Act 1998
- ♦ Human Rights Act 1998

## Further guidance

- ♦ Information Sharing: Practitioners' Guide (HMG 2006)  
[www.everychildmatters.gov.uk/files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf](http://www.everychildmatters.gov.uk/files/ACB1BA35C20D4C42A1FE6F9133A7C614.pdf)

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

# Safeguarding Children

## 1.3 Uncollected child

### Policy statement

In the event that a child is not collected by an authorised adult at the end of a session/day, the setting puts into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child. We will ensure that the child receives a high standard of care in order to cause as little distress as possible.

We inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

### Procedures

- ◆ Parents of children starting at the setting are asked to provide the following specific information which is recorded on our Registration Form:
  - Home address and telephone number - if the parents do not have a telephone, an alternative number must be given, perhaps a neighbour or close relative.
  - Mobile telephone number (if applicable).
  - Names and telephone numbers of adults who are authorised by the parents to collect their child from the setting, for example a childminder or grandparent.
  - Who has parental responsibility for the child.
  - Information about any person who does not have legal access to the child.
- ◆ On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.
- ◆ On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide us with written details of the name, address and telephone number of the person who will be collecting their child. We agree with parents how to verify the identity of the person who is to collect their child.
- ◆ Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. We provide parents with our contact telephone number.

- ◆ We inform parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the setting has closed and the staff can no longer supervise the child on our premises.
- ◆ If a child is not collected at the end of the session/day, we follow the following procedures:
  - The child's file is checked for any information about changes to the normal collection routines.
  - If no information is available, parents/carers are contacted at home or at work.
  - If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form - are contacted.
  - All reasonable attempts are made to contact the parents or nominated carers.
  - The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
  - If no-one collects the child after one hour and there is no-one who can be contacted to collect the child, we apply the procedures for uncollected children.
  - We contact our local authority children's social services care team:

The Hampshire Safeguarding Children Board	<b>0845 603 5620</b> (Day time)
	<b>0845 600 4555</b> (Out of hours)

- The child stays at setting in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances do staff to go to look for the parent, nor do they take the child home with them.
- ◆ A full written report of the incident is recorded in the child's file.
- ◆ Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- ◆ Organisation that may be informed:
  - Ofsted **08456 40 40 40**
  - Our local Pre-school Learning Alliance Volunteer Support Officer  
Nicky Baker **07917 603 041**
  - Our Childrenslinks Development Officer  
Lesley Hicks **07554 450 484**

This policy was adopted at a meeting of The Riverside Nursery School name of setting

Held on \_\_\_\_\_ (date)

Date to be reviewed \_\_\_\_\_ (date)

Signed \_\_\_\_\_

Name of signatory \_\_\_\_\_

Role of signatory \_\_\_\_\_

**Other useful Pre-school Learning Alliance publications:**

- ◆ Child Protection Record (2007)

# Safeguarding children

## 1.4 Missing child

### Policy statement

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.4 The wider context	

### Procedures

#### *Child going missing on the premises*

- ♦ As soon as it is noticed that a child is missing the key person/staff alerts the nursery manager.
- ♦ The nursery manager will carry out a thorough search of the building and garden.
- ♦ The register is checked to make sure no other child has also gone astray.
- ♦ Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- ♦ If the child is not found, the parent is contacted and the missing child is reported to the police.
- ♦ The nursery manager talks to the staff to find out when and where the child was last seen and records this.
- ♦ The nursery manager carries out an investigation immediately.

#### *Child going missing on an outing*

This describes what to do when staff have taken a small group on an outing, leaving the nursery manager and/or other staff back in the setting. If the nursery manager has accompanied children on the outing, the procedures are adjusted accordingly.

What to do when a child goes missing from a whole setting outing may be a little different, as parents usually attend and are responsible for their own child.

- ♦ As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- ♦ The nursery manager is contacted immediately and the incident is reported.
- ♦ The nursery manager contacts the police and reports the child as missing.
- ♦ The nursery manager contacts the parent, who makes their way to the setting or outing venue as agreed with the nursery manager. The setting is advised as the best place, as by the time the parent arrives, the child may have been returned to the setting.
- ♦ Staff take the remaining children back to the setting.
- ♦ In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- ♦ The nursery manager carries out an investigation immediately.
- ♦ The nursery manager, or designated staff member may be advised by the police to stay at the venue until they arrive.

### *The investigation*

- ♦ Staff keep calm and do not let the other children become anxious or worried.
- ♦ The nursery manager speaks with the parent(s).
- ♦ The proprietor /nursery manager will carry out a full investigation taking written statements from all the staff at nursery or who were on the outing.
- ♦ The key person/staff member writes an incident report detailing:
  - The date and time of the report.
  - What staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
  - When the child was last seen in the group/outing.
  - What has taken place in the group or outing since the child went missing.
  - The time it is estimated that the child went missing.
- ♦ A conclusion is drawn as to how the breach of security happened.
- ♦ If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
- ♦ The incident is reported under RIDDOR arrangements (see the Reporting of Accidents and Incidents policy); the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- ♦ In the event of disciplinary action needing to be taken, Ofsted is informed.
- ♦ The insurance provider is informed.

*Managing people*

- ♦ Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- ♦ The staff will feel worried about the child, especially the key person or the designated carer responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- ♦ Staff may be the understandable target of parental anger and they may be afraid. The nursery manager needs to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- ♦ The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the setting leader. When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the nursery manager/ proprietor. No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- ♦ The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- ♦ In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will be a very difficult time. The proprietor will use their discretion to decide what action to take.
- ♦ Staff must not discuss any missing child incident with the press without taking advice.

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

# Safeguarding children

## 1.5 Supervision of children on outings and visits

### Policy statement

Children benefit from being taken out of the setting to go on visits or trips to local parks or other suitable venues for activities which enhance their learning experiences. Some settings do not have direct access to outdoor provision on their premises and will need to take children out daily. Staff in our setting ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures below.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.3 The learning environment	4.2 Active learning

### Planning a day outing (major outing)

- ♦ For major outings such as day trips we visit the location before the outing and carry out a risk assessment.
- ♦ Parents are to be given information about the outing.
- ♦ Parents are always asked to sign specific consent forms before major outings.
- ♦ On major outings the adult / child ratio is one to two.
- ♦ The 'Outing Bag' with first aid equipment is carried.
- ♦ Emergency first aid – e.g. Epi-pens are taken on all outings.
- ♦ Contact details are taken on all outings.
- ♦ A mobile telephone is taken on all outings.
- ♦ Emergency treatment forms are taken for major outings.

### Travelling to and from location (major outing)

- ♦ If travelling by coach a reputable company is used and drivers' credentials checked.
- ♦ Seat belts should be fitted in coaches.
- ♦ If parents use own cars or share lifts - parents are asked to sign a permission form reminding them they are responsible for making checks that MOT & insurance is up to date.

### Local outings (to the park)

- ♦ Permission for local outings is obtained on the Registration Form.
- ♦ There is a risk assessment for each venue carried out, which is reviewed regularly.



# Safeguarding children

## 1.6 Maintaining children's safety and security on premises

### Policy statement

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

### EYFS key themes and commitments

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.3 Keeping safe	2.2 Parents as partners		

### Procedures

#### *Children's personal safety*

- We ensure all employed staff have been checked for criminal records by an enhanced disclosure from the Criminal Records Bureau.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessment to ensure children are not made vulnerable within any part of our premises, nor by any activity.

#### *Security*

Systems are in place for the safe arrival and departure of children.

- Families arrive and depart via the side entrance gate that should be kept closed at all times.
- The gate is locked when all children have arrived at nursery or before, if children are playing outside.
- The gate is only unlocked towards the end of the sessions when all children are inside.
- The door to the building is locked when all children are inside and the key hung on the doorframe.

The times of the children's arrivals and departures are recorded

- Parents will sign their children in on arrival at nursery and sign them out when they are collected.
- Staff will also complete an attendance register.
- Children are collected from nursery by an adult known to nursery staff.
- If someone different to usual will be collecting a child from nursery then parents must notify the nursery in advance.

Our systems prevent children from leaving our premises unnoticed

- Staff should be aware of Adult / child ratios and these must be maintained both inside and outside.

- ♦ The side gate must be locked with the number lock and chain when children play outside.
- ♦ Entrance to the building is via the double glass doors to the hallway. This is locked when everyone is inside using the key that is kept on the red hook on the doorframe.
- ♦ 'Black' entrance door and the door to changing room area are kept closed when children are on the premises.
- ♦ A headcount is carried out at regular intervals during the day and checked and recorded on the register.

Our systems prevent unauthorised access to our premises.

- ♦ The arrival and departure times of adults - staff, volunteers and visitors - are recorded.
- ♦ Visitors to nursery, and related premises, should make themselves known to nursery staff.
- ♦ Persons unknown to nursery staff should be asked for identification and if necessary a telephone call made to check their credentials.
- ♦ Visitors should wait outside the gate whilst credentials are being checked.
- ♦ All visitors must sign the Visitor Book on arrival.
- ♦ There is a bell on the side gate and signs on both gates relating to the procedure for visitors.
- ♦ Visitors should not be left alone with children.

The personal possessions of staff and volunteers are securely stored during sessions.

This policy was adopted at a meeting of	The Riverside Nursery School	name of setting
Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed	_____	
Name of signatory	_____	
Role of signatory	_____	

# Safeguarding children

## 1.7 Making a complaint

### Policy statement

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other 2.2 Parents as partners	3.2 Supporting every child 3.4 The wider context	

### How to complain

- ♦ A parent who has a concern about any aspect of the nursery's provision should first of all talk over any worries and anxieties with the nursery owner, **Beverley Feeney**.
- ♦ If this does not have a satisfactory outcome within a couple of weeks, or if the problem recurs, the parent should put the concerns or complaint in writing to the nursery owner, **Beverley Feeney**. When the investigation into the complaint is completed, the nursery owner will meet with the parent to discuss the outcome.
- ♦ The next stage is to request a meeting with the nursery owner. Parents and the owner should have a friend or partner present if required and a written record of the discussion will be made, signed by those present who will receive a copy.

### Most complaints should be resolved informally or at this initial stage

- ♦ If the matter is still not sorted out to the parent's satisfaction, it might be helpful to invite an external mediator, one who is acceptable to both parties, to listen to both sides and offer advice. A mediator has no legal powers but can help define the problem, review the action so far and suggest further ways in which it might be resolved.
- ♦ Staff or volunteers within the Pre-school Learning Alliance will be available to act as mediator if both parties wish it. The local Volunteer Support Officer, Nicky Baker, can be contacted by mobile telephone: 07917 603 041.
- ♦ The Childrenslinks Hampshire Pre-school Development Officer, Lesley Hicks, can be contacted by mobile telephone: 07554 450 484.

- ♦ The mediator will keep all discussion confidential. S/he will meet with the parents and nursery owner, if requested, and will keep an agreed written record of any meetings that are held and of any advice s/he has given.
- ♦ The involvement of a mediator represents the final stage in the complaints procedure.

**The role of the Office for Standards in Education, Early Years Directorate (Ofsted) and the local Safeguarding Children Board.**

Parents may approach Ofsted directly at any stage of this complaint procedure. In addition, where there seems to be a possible breach of the setting’s registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Welfare Requirements of the Early Years Foundation Stage are adhered to.

The number to call Ofsted with regard to a complaint is: **0300 123 1231**.

For further information refer to - [www.ofsted.gov.uk/parents](http://www.ofsted.gov.uk/parents)

This policy was adopted at a meeting of	The Riverside Nursery School	name of setting
Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed	_____	
Name of signatory	_____	
Role of signatory	_____	

# Safeguarding Children

## 1.8 Mobile Phone and Use of Cameras

### Policy statement

It is our intention to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

Photographs are used extensively throughout The Riverside Nursery School, but generally to capture a particular experience or something a child has achieved. In addition, we may use photographs for the following.

Photographs	Purpose
Displays of children's work	A record of ideas and reference for future use
Examples of children's play	To create displays that demonstrate children's learning As part of a child's learning journey, as evidence to go in development files to share with parents and children
Of areas within the nursery	To demonstrate the range of activities provided
For photo albums	To share with children, parents and visitors
For special events and festivals	As a record and to show children and parents a range of diversity/cultural experiences
Photographs of staff interacting with children	To demonstrate good practice within the nursery

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

### Procedures

The following procedures must be adhered to by staff, volunteers, students, parents and visitors to the nursery.

- ♦ Mobile phones and personal cameras should not be carried by any member of staff, volunteer or helper, either inside or outside, during nursery opening hours with the exception of the person in charge whose mobile phone is the emergency contact number for parents and is the telephone that will be used in the event of land-line failure (07759 47 11 47).
- ♦ All personal mobile phones and cameras must be kept inside a bag, in the store room or staff rest area.

- ◆ Please give the nursery land-line number to any person who may need to contact you in an emergency (01962 890 892).
- ◆ Mobile phones may be accessed during lunch breaks but not in areas used by the children.
- ◆ Mobile phones should not be used to take photographs of children at any time.
- ◆ Only the designated nursery cameras can be used to take photographs of children.
- ◆ Photographs can only be downloaded onto the designated nursery laptop.
- ◆ In accordance with the Data Protection Act (1998) photographs will be deleted from the camera and laptop when they have been printed out for use, or at least within one school term.
- ◆ The nursery manager, Beverley Feeney, is responsible for ensuring the safe downloading and removal of photographs to and from the designated camera and laptop.
- ◆ Parents and visitors to the nursery should not take photographs of children or the setting using either cameras or mobile phones, without permission of the Nursery Manager.

**Failure to comply with these procedures will result in disciplinary action and may lead to dismissal.**

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

# Safeguarding children

## 1.9 Social networking

### Policy statement

This social networking policy applies to members of staff, students and volunteers at The Riverside Nursery School and sets out guidelines that should be followed for all on-line communications. Whilst social media, professional networking sites and personal Web sites are all useful technologies, every employee needs to use good judgement about what makes its way on-line.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners	3.4 The wider context	4.4 Personal, social and emotional development

### *Relevant technologies*

This policy includes (but is not limited to) the following specific technologies:

- ♦ Personal blogs
- ♦ Twitter
- ♦ Facebook
- ♦ MySpace
- ♦ LinkedIn

### Procedures

Staff, students and volunteers using social networking sites must:

- refrain from divulging any information about children and parents within the setting
- refrain from making comments that may be seen as detrimental to the reputation of the nursery
- maintain professionalism by not accepting parents/carers as 'friends' on social networking sites
- ensure that photographs or materials published on social networking sites do not identify the nursery, it's staff or children and their families

### *Disciplinary action*

Any member of staff, student or volunteer found to be posting remarks or comments that breach confidentiality and or are deemed to be of a detrimental nature to The Riverside Nursery School may face disciplinary action that may result in dismissal. Student and volunteers will be asked to leave immediately.

**If a member of staff becomes aware of any social networking activity that identifies The Riverside Nursery School in a detrimental way they should notify the Nursery Manager immediately.**

This policy was adopted at a meeting of  
Held on

The Riverside Nursery School

\_\_\_\_\_  
\_\_\_\_\_  
(date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

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# Safeguarding children

## 1.10 Intruder

### Policy statement

The Riverside Nursery School believes that the safety of the children and staff in our setting is of paramount importance. We make every effort to keep our setting secure from intruders.

### Aim

The aim of this policy is to inform practitioners and parents/carers of the procedure to take in the event of an intruder being identified on the premises. All practitioners must be aware that it is their priority to maintain the safety of all children in their care as well as their own safety and to protect the settings environment and equipment.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and wellbeing		3.3 The learning environment 3.4 The wider context	

### Procedure

An intruder is an individual in the setting, both inside or outside, who has not followed established visitor procedures and may or may not be a safety hazard to the setting. This policy provides the means of dealing with either situation.

The Riverside Nursery School rents premises from Winchester City Football Club and as such there are occasions when there are personnel from the football club working in the grounds. As the site does not allow for secure fencing around the outside play area this risk has been assessed and procedures are in place to ensure the safety of the children.

#### *In general we will:*

- ◆ Ensure the entrance gate is locked using the number-lock and chain whenever children are playing outside.
- ◆ Ensure the main vehicular access gate is kept shut when children are playing outside.
- ◆ Lock the entrance door when all children are inside.
- ◆ Ask the football club to notify us of personnel who will regularly be on site.
- ◆ Ask the football club to notify us when they are expecting visitors on site and advise them to make themselves known to us.
- ◆ If football club personnel need to access areas used by the children they will be asked to sign-in and follow The Riverside Nursery School procedure for visitors.
- ◆ Staff will be vigilant regarding the whereabouts of Winchester City Football Club personnel who are working in the grounds of the football club.

Any member of staff who observes an individual in the setting, both inside or outside, who appears suspicious or out-of-place should either approach the individual (if safe to do so) to ask for their name and purpose in the setting or, should contact the Manager for assistance.

The person approaching the suspicious individual must determine if the person poses a safety hazard or just needs to be made aware of the settings visitors' policy.

While determining the status of a visitor, every effort must be made to ensure children in our care are safe, feeling secure and where possible, continuing to be engaged in their current activities. If need be children must be given reassurances as to their own and others safety and well being.

*Procedure for visitor with legitimate business, we will:*

- ♦ Identify the person and determine their purpose or need to be in the setting.
- ♦ Have the person sign-in as a visitor and ensure they are aware of our Visitor policy for future reference.

*Procedure for intruder who may pose a safety hazard, we will:*

- ♦ Politely greet the intruder, identify yourself and ask purpose of the visit to the setting.
- ♦ Ask a colleague to observe your approach to the intruder.
- ♦ Explain that all visitors must report to the Manager and ask them to wait outside whilst the Manager is contacted.
- ♦ Depending on the circumstances and the demeanour of the intruder, the Manager will make every effort to call the police and report the incident.
- ♦ If the intruder appears agitated, irrational or refuses to leave the premises in a peaceful manner, we will endeavour to calm the person by talking to them in a reassuring manner whilst also trying to gain the attention of another member of staff.
- ♦ A code phrase, that will not raise suspicion, will be used to alert other staff to call the police. Staff will be made aware of the phrase to use.
- ♦ If police are called and the intruder decides to leave, do not attempt to prevent them from leaving, but take a note of their description, clothing and any vehicle details and registration number, and inform the responding officers of the intruder's direction of travel and means of transport.
- ♦ If the individual stays until the police arrive, inform the officers what has happened that led to the individual being with you so they can establish probable cause for arrest for trespassing. Also verbally ask the subject not to return to the nursery whilst still in the presence of the police.
- ♦ Review security immediately.
- ♦ Log incident and actions as soon as possible.

*Procedure for intruder who is armed or otherwise poses a safety hazard*

- ♦ Ensure all children are taken to a safe place (e.g. inside or garden)
  - ♦ Contact the police as soon as possible to report the incident.
  - ♦ Give operator all the information regarding location of the intruder, a physical and clothing description and the weapon involved.
  - ♦ Advise the operator what we are doing to ensure the safety of the children and other staff members.
  - ♦ Remain on the line until the operator advises you to hang up.
  - ♦ Until the police arrive, monitor the location of the intruder.
- When confronting an intruder, take another member of staff with you. Ask a third member of staff who is not involved to contact the police. Determine who will initiate contact with the intruder and who will be the

back up person. Both members of staff should break off contact and leave when it is safe to do so. Attempt to direct the intruder to the door/gate, away from the children. Use casual conversation and body language to calmly direct the situation. If the intruder refuses to cooperate, do not escalate the situation. If the intruder shows a weapon, assure him/her that it is not necessary for him/her to consider using the weapon.

- Back away slowly and leave the area.
- Both of your hands should be up with your palms facing the intruder while slowly backing away.
- Remain calm and do not attempt to disarm the person.
- ◆ Once the police officers arrive provide them with the following information:
  - Location of the intruder
  - Description of the intruder
  - Any known weapons
  - Any statements made by the intruder
- ◆ Be prepared to keep media, parents and other community members out of the setting. The police will secure the building. Contact the press office at the Pre-school Learning Alliance National Centre if you need help for a press statement.
- ◆ All other staff members and official visitors should remain in their designated areas with the children unless otherwise directed by the police, reassuring and engaging the children as appropriate.
- ◆ In any event there will be a thorough investigation of the incident, and a report will be made by all staff involved.

Inform Ofsted and deal with the subsequent investigation, with due regard to both data protection and confidentiality policies.

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

# Equality of opportunity

## 1.8 Valuing diversity and promoting equality

### Policy statement

We will ensure that our service is fully inclusive in meeting the needs of all children, particularly those that arise from their ethnic heritage, social and economic background, gender, ability or disability. Our setting is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- ♦ provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- ♦ include and value the contribution of all families to our understanding of equality and diversity;
- ♦ provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- ♦ improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- ♦ make inclusion a thread that runs through all of the activities of the setting.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Areas of learning and development

### Procedures

#### *Discriminatory behaviour*

- ♦ We take action against any discriminatory behaviour by staff or parents. Displaying of openly discriminatory and possibly offensive materials, name calling, or threatening behaviour are unacceptable on or around the premises and will be dealt with in the strongest manner.

#### *Access to premises*

- ♦ Access to the site is via the side gate that involves negotiating steps, or an incline. This is not suitable for wheelchair users who will need to enter via the main entrance gates. Please contact the nursery if you need to arrange access via these gates.
- ♦ The building is accessible to wheelchair users.

## ***Admissions***

Our setting is open to all members of the community.

- ◆ Please refer to our Admissions Policy.
- ◆ The nursery is open to every family in the community. The waiting list is not operated on a first come, first served basis but on a fairer system.
- ◆ We ensure that all parents are made aware of our equal opportunities policy which is regularly reviewed.
- ◆ We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the setting and in the curriculum offered.

## ***Employment***

- ◆ Posts are advertised and all applicants are judged against explicit and fair criteria.
- ◆ Applicants are welcome from all backgrounds and posts are open to all.
- ◆ We may use the exemption clauses in relevant legislation to enable the service to best meet the needs of the community.
- ◆ The applicant who best meets the criteria is offered the post, subject to references and checks by the Criminal Records Bureau. This ensures fairness in the selection process.
- ◆ All job descriptions include a commitment to promoting equality and recognising and respecting diversity as part of their specifications.
- ◆ We monitor our application process to ensure that it is fair and accessible.

## ***Training***

- ◆ We seek out training opportunities for staff and volunteers to enable them to develop anti-discriminatory and inclusive practices, which enable all children to flourish.
- ◆ We ensure that staff are confident and fully trained in administering relevant medicines and performing invasive care procedures when these are required.
- ◆ We review our practices to ensure that we are fully implementing our policy for promoting equality, valuing diversity and inclusion.

## ***Curriculum***

The curriculum offered in the setting encourages children to develop positive attitudes about themselves as well as to people who are different from themselves. It encourages children to empathise with others and to begin to develop the skills of critical thinking.

Our environment is as accessible as possible for all visitors and service users. If access to the setting is found to treat disabled children or adults less favourably then we make reasonable adjustments to accommodate the needs of disabled children and adults. We do this by:

- ◆ making children feel valued and good about themselves;
- ◆ ensuring that children have equality of access to learning;
- ◆ undertaking an access audit to establish if the setting is accessible to all children;

- ♦ making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- ♦ making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of girls and boys;
- ♦ positively reflecting the widest possible range of communities in the choice of resources;
- ♦ avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- ♦ creating an environment of mutual respect and tolerance;
- ♦ differentiating the curriculum to meet children's special educational needs;
- ♦ helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ♦ ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ♦ ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning.

### ***Valuing diversity in families***

- ♦ We welcome the diversity of family lifestyles and work with all families.
- ♦ We encourage children to contribute stories of their everyday life to the setting.
- ♦ We encourage parents/carers to take part in the life of the setting and to contribute fully.
- ♦ For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- ♦ We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

### ***Food***

- ♦ We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met.
- ♦ We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

### ***Meetings***

- ♦ Information about meetings is communicated in a variety of ways - written, verbal and in translation - to ensure that all parents have information about and access to the meetings.

### ***Monitoring and reviewing***

- ♦ To ensure our policies and procedures remain effective we will monitor and review them annually to ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- ♦ We provide a complaints procedure and a complaints summary record for parents to see.
- ♦ Our designated person who co-ordinates equality of opportunity in the nursery is:

Sally Normington

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## Legal framework

- ♦ The Equality Act 2006
- ♦ Disability Discrimination Act (DDA) 1995, 2005
- ♦ Race Relations Act 1976
- ♦ Race Relations Amendment Act 2000
- ♦ Sex Discrimination Act 1976,1986
- ♦ Children Act 1989, 2004
- ♦ Special Educational Needs and Disability Act 2001

This policy was adopted at a meeting of

The Riverside Nursery School

name of setting

Held on

\_\_\_\_\_

(date)

Date to be reviewed

\_\_\_\_\_

(date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

# Equality of opportunity

## 1.9 Supporting children with special educational needs

### Policy statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the DfES Special Educational Needs Code of Practice (2001).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEN).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child 3.3 The learning environment 3.4 The wider context	4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

### Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO). This person will be made known to parents. Our SENCO is;

Carla Titley

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- The Area Inclusion Co-ordinator (Area Inco) is **Kay Hendy**.
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs.



# Equality of opportunity

## 1.10 Achieving positive behaviour

### Policy statement

Our setting believes that children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour.

Children need to learn to consider the views and feelings, needs and rights, of others and the impact that their behaviour has on people, places and objects. This is a developmental task that requires support, encouragement, teaching and setting the correct example. The principles that underpin how we achieve positive and considerate behaviour exist within the programme for promoting personal, social and emotional development.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.1 Child development 1.2 Inclusive practice 1.3 Keeping safe	2.2 Parents as partners 2.3 Supporting learning	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

### Procedures

- ♦ The person responsible for monitoring our positive behaviour policy and practice is:  
Carla Titley

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- ♦ We require all staff, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- ♦ We familiarise new staff and volunteers with the setting's behaviour policy and its guidelines for behaviour.
- ♦ We expect all members of our setting - children, parents, staff, volunteers and students - to keep to the guidelines, requiring these to be applied consistently.
- ♦ We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

### *Strategies with children who engage in inconsiderate behaviour*

- ♦ We require all staff, volunteers and students to use positive strategies for handling any inconsiderate behaviour, by helping children find solutions in ways which are appropriate for the children's ages and stages of development. Such solutions might include, for example, acknowledgement of feelings, explanation as to what

was not acceptable and supporting children to gain control of their feelings so that they can learn a more appropriate response.

- ◆ We ensure that there are enough popular toys and resources and sufficient activities available so that children are meaningfully occupied without the need for unnecessary conflict over sharing and waiting for turns.
- ◆ We acknowledge considerate behaviour such as kindness and willingness to share.
- ◆ We support each child in developing self-esteem, confidence and feelings of competence.
- ◆ We support each child in developing a sense of belonging in our group, so that they feel valued and welcome.
- ◆ We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- ◆ When children behave in inconsiderate ways, we help them to understand the outcomes of their action and support them in learning how to cope more appropriately.
- ◆ We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- ◆ We never use physical punishment, such as smacking or shaking. Children are never threatened with these.
- ◆ We do not use techniques intended to single out and humiliate individual children.
- ◆ We use physical restraint, such as holding, only to prevent physical injury to children or adults and/or serious damage to property.
- ◆ Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of our setting leader and are recorded in the child's personal file. The child's parent is informed on the same day.
- ◆ In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- ◆ We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.

### *Children under three years*

- ◆ When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- ◆ We recognise that very young children are unable to regulate their own emotions, such as fear, anger or distress, and require sensitive adults to help them do this.
- ◆ Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- ◆ If tantrums, biting or fighting are frequent, we try to find out the underlying cause - such as a change or upheaval at home, or frequent change of carers. Sometimes a child has not settled in well and the behaviour may be the result of 'separation anxiety'.
- ◆ We focus on ensuring a child's attachment figure in the setting, their key person, is building a strong relationship to provide security to the child.

### *Rough and tumble play and fantasy aggression*

Young children often engage in play that has aggressive themes – such as superhero and weapon play; some children appear pre-occupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing using strategies as above.

- ♦ We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- ♦ We will develop strategies to contain play that are agreed with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- ♦ We recognise that fantasy play also contains many violently dramatic strategies, blowing up, shooting etc., and that themes often refer to 'goodies and baddies' and as such offer opportunities for us to explore concepts of right and wrong.
- ♦ We are able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### *Hurtful behaviour*

We take hurtful behaviour very seriously. Most children under the age of five will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For children under five, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.

- ♦ We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- ♦ We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.
- ♦ We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- ♦ Therefore we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- ♦ We do not engage in punitive responses to a young child's rage as that will have the opposite effect.
- ♦ Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down, but we offer them an explanation and discuss the incident with them to their level of understanding.
- ♦ We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. "Adam took your car, didn't he, and you were enjoying playing with it. You didn't like it when he took it, did you? Did it make you feel angry? Is that why you hit him?" Older children will be able to verbalise their feelings better, talking through themselves the feelings that motivated the behaviour.

- ♦ We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings. "When you hit Adam, it hurt him and he didn't like that and it made him cry."
- ♦ We help young children develop pro-social behaviour, such as resolving conflict over who has the toy. "I can see you are feeling better now and Adam isn't crying any more. Let's see if we can be friends and find another car, so you can both play with one."
- ♦ We are aware that the same problem may happen over and over before skills such as sharing and turn-taking develop. In order for both the biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries.
- ♦ We support social skills through modelling behaviour, through activities and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- ♦ We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- ♦ When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
  - ♦ they do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it may also be in the setting;
  - ♦ their parent, or carer in the setting, does not have skills in responding appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;
  - ♦ the child may have insufficient language, or mastery of English, to express him or herself and may feel frustrated;
  - ♦ the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse;
  - ♦ the child has a developmental condition that affects how they behave.
- ♦ Where this does not work, we will support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

### *Bullying*

We take bullying very seriously. Bullying involves the persistent physical or verbal abuse of another child or children. It is characterised by intent to hurt, often planned, and accompanied by an awareness of the impact of the bullying behaviour.

A child who is bullying has reached a stage of cognitive development where he or she is able to plan to carry out a premeditated intent to cause distress in another.

If a child bullies another child or children:

- ♦ we show the children who have been bullied that we are able to listen to their concerns and act upon them;
- ♦ we intervene to stop the child who is bullying from harming the other child or children;
- ♦ we explain to the child doing the bullying why her/his behaviour is not acceptable;
- ♦ we give reassurance to the child or children who have been bullied;

- ◆ we help the child who has done the bullying to recognise the impact of their actions;
- ◆ we make sure that children who bully receive positive feedback for considerate behaviour and are given opportunities to practise and reflect on considerate behaviour;
- ◆ we do not label children who bully as 'bullies';
- ◆ we recognise that children who bully may be experiencing bullying themselves, or be subject to abuse or other circumstance causing them to express their anger in negative ways towards others;
- ◆ we recognise that children who bully are often unable to empathise with others and for this reason we do not insist that they say sorry unless it is clear that they feel genuine remorse for what they have done. Empty apologies are just as hurtful to the bullied child as the original behaviour;
- ◆ we discuss what has happened with the parents of the child who did the bullying and work out with them a plan for handling the child's behaviour; and
- ◆ we share what has happened with the parents of the child who has been bullied, explaining that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

# Promoting health and hygiene

## 1.11 Administering medicines

### Policy statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the setting, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

### Procedures

- ♦ Children taking prescribed and un-prescribed medication must be well enough to attend the setting.
- ♦ Children's paracetamol (un-prescribed) will only be administered with the prior consent of parents.

If the child is on prescribed medication the following procedures will be followed:

- ♦ If possible, the child's parents will administer medicine. If not, then the prescribed medication must be stored in the original container, clearly labelled with child's name, dosage and any instructions. Only prescribed medication can be administered.
  - Written information will be obtained from the parent, giving clear instructions about the dosage, administration of the medication and permission for a member of staff to follow the instructions.
  - All medications will be kept in a place that is accessible by adults, but safe from children.
  - A medication book will be available to log in: name of child receiving medication; times that the medication should be administered; date and time when medication is administered, together with the signature of the person who has administered the dose.

### *Children who have long term medical conditions and who may require ongoing medication*

- ♦ With regard to the administration of life saving medication such as insulin/adrenaline injections or the use of nebulisers. Where specialist knowledge is required, staff involved in administering medication will receive training from a qualified health professional.
- ♦ A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- ♦ Parents will also contribute to a risk assessment.
- ♦ A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- ♦ The health care plan should include the measures to be taken in an emergency.
- ♦ The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- ♦ Parents receive a copy of the health care plan and each contributor, including the parent, signs it.
- ♦ The nursery will ensure that the first aid equipment is kept clean, replenished and replaced as necessary. Sterile items will be kept sealed in their packages until needed.

- ♦ At least one qualified first aider, trained to administer first aid to children, will always be on the premises.
- ♦ For some conditions, medication may be kept in the setting. The nursery manager will check that any medication held to administer on an as and when required basis, is in date and return any out-of-date medication back to the parent.

*Medicines are stored in the filing cabinet and staff are informed of this both verbally and in writing via staff folders.*

- ♦ If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled with the child's name, name of the medication. Inside the box is a copy of the consent form signed by the parent.

### **Legal framework**

- ♦ Medicines Act (1968)

### **Further guidance**

- ♦ Managing Medicines in Schools and Early Years Settings (DfES 2005)  
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

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### **Other useful publications**

- ♦ Medication Record (2006)

# Promoting health and hygiene

## 1.12 Managing children with allergies, or who are sick or infectious

(Including reporting notifiable diseases)

### Policy statement

We provide care for healthy children and promote health through identifying allergies and preventing contact with the allergenic substance and through preventing cross infection of viruses and bacterial infections.

### Procedure for children with allergies

- ◆ When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the registration form.
- ◆ Staff will discuss with parents the allergen, the nature of the allergic reaction, and what to do in the event of a reaction. This is recorded and kept on the child's file and information displayed where staff can see it.

### EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

### Oral Medication

- ◆ Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- ◆ The group must be provided with clear written instructions on how to administer such medication.
- ◆ All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- ◆ The group must have the parents or guardians prior written consent. This consent must be kept on file.
- ◆ For life saving medication & invasive treatments - adrenaline injections (Epipens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatments such as rectal administration of Diazepam (for epilepsy) the setting must have:
  - a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
  - written consent from the parent or guardian allowing staff to administer medication; and
  - proof of training in the administration of such medication by the child's GP, a district nurse, children's

nurse specialist or a community paediatric nurse.

- ♦ Copies of all three letters relating to these children must first be sent to the Pre-school Learning Alliance Insurance Department for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended.

### **Information sources**

- ♦ Parents will have the opportunity to discuss health issues with nursery staff.
- ♦ The nursery will maintain links with health visitors and gather health information and advice from the local health authority information services and/or other health agencies.

### **Procedures for children who are sick or infectious**

- ♦ If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – the manager calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- ♦ Parents are asked to keep their children at home if they have any infection, and to inform the nursery as to the nature of the infection. This will allow the nursery to alert other parents as necessary and to make careful observations of any child who seems unwell.
- ♦ Parents are asked not to bring into the nursery any child who has been vomiting or had diarrhoea until at least 48 hours has elapsed since the last attack.
- ♦ If the children of nursery staff are unwell, the children will not accompany their parents/carers to work in the nursery.
- ♦ Cuts or open sores, whether on adults or children, will be covered with sticking plaster or other dressing.
- ♦ The setting has a list of excludable diseases and current exclusion times. The full list is obtainable from [www.patient.co.uk](http://www.patient.co.uk) and includes common childhood illnesses such as measles.

### *Reporting of 'notifiable diseases'*

- ♦ If a child or adult is diagnosed suffering from a notifiable disease under the Public Health (Infectious Diseases) Regulations 1988, the GP will report this to the Health Protection Agency.
- ♦ When the setting becomes aware, or is formally informed of the notifiable disease, the manager informs Ofsted and acts on any advice given by the Health Protection Agency.

### *HIV/AIDS/Hepatitis procedure*

- ♦ HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults.
- ♦ Single use vinyl gloves are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- ♦ Protective rubber gloves are used for cleaning/slucing clothing after changing.
- ♦ Soiled clothing is rinsed and either bagged for parents to collect or laundered in the nursery.
- ♦ Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.

- ♦ Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.
- ♦ Children do not share tooth brushes which are also soaked weekly in sterilising solution.

*Nits and head lice*

- ♦ Nits and head lice are not an excludable condition, although in exceptional cases a parent may be asked to keep the child away until the infestation has cleared.
- ♦ On identifying cases of head lice, all parents are informed and asked to treat their child and all the family if they are found to have head lice.

**Further guidance**

- ♦ Managing Medicines in Schools and Early Years Settings (DfES 2005)  
<http://publications.teachernet.gov.uk/eOrderingDownload/1448-2005PDF-EN-02.pdf>

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Role of signatory	_____	

# Promoting health and hygiene

## 1.13 No-smoking

### Policy statement

We comply with health and safety regulations and the Welfare Requirements of the EYFS in making our setting a no-smoking environment - both indoor and outdoor.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.1 Respecting each other	3.2 Supporting every child	

### Procedures

- ♦ All staff, parents and volunteers are made aware of our no-smoking policy.
- ♦ We display no-smoking signs.
- ♦ Staff who smoke do not do so during working hours unless on a break and off the premises.
- ♦ Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

### Legal framework

- ♦ The Smoke-free (Premises and Enforcement) Regulations 2006  
[www.opsi.gov.uk/si/si2006/20063368.htm](http://www.opsi.gov.uk/si/si2006/20063368.htm)
- ♦ The Smoke-free (Signs) Regulations 2007  
[www.opsi.gov.uk/si/si2007/20070923.htm](http://www.opsi.gov.uk/si/si2007/20070923.htm)

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Name of signatory \_\_\_\_\_  
Role of signatory \_\_\_\_\_

# Promoting health and hygiene

## 1.14 Food and drink

### Policy statement

This setting regards snack times as an important part of the setting's day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating through activities and resources. At snack times, we aim to provide nutritious food, which meets the children's individual dietary needs.

### EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	4.4 Personal, social and emotional development

### Procedures

We follow these procedures to promote healthy eating in our setting.

- Before a child starts to attend the setting, we find out from parents their children's dietary needs and preferences, including any allergies. (See the Managing Children with Allergies policy.)
- We record information about each child's dietary needs in her/his registration record and parents sign the record to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs, including any allergies, are up-to-date.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences as well as their parents' wishes.
- We provide nutritious food for snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts.
- Through discussion with parents and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents belong, and of vegetarians and vegans, and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of her/his diet or allergy.

- ♦ We organise lunch and snack times so that they are social occasions in which children and staff participate.
- ♦ We use lunch and snack times to help children to develop independence through making choices, serving food and drink and feeding themselves.
- ♦ We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- ♦ We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day.
- ♦ We inform parents who provide food for their children about the storage facilities available in the setting.
- ♦ We give parents who provide food for their children information about suitable containers for food.
- ♦ In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- ♦ For children who drink milk, we provide whole pasteurised milk.

### *Packed lunches*

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

- ♦ ensure perishable contents of packed lunches are refrigerated or contain an ice pack to keep food cool;
- ♦ inform parents of our policy on healthy eating;
- ♦ encourage parents to provide sandwiches with a healthy filling, fruit, and milk based deserts such as yoghurt or crème fraîche where we can only provide cold food from home. We discourage sweet drinks and can provide children with 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;
- ♦ provide children, bringing packed lunches, with plates, cups and cutlery; and
- ♦ ensure staff sit with children to eat their lunch so that the mealtime is a social occasion.

### **Legal Framework**

- ♦ Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

### **Further guidance**

- ♦ *Safer Food, Better Business*  
[www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/](http://www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/)

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Role of signatory

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# Promoting health and hygiene

## 1.15 First aid

### Policy statement

In our setting staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. At least one member of staff with current first aid training is on the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.4 The wider context	

### Procedures

#### *The First Aid Kit*

- ♦ Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and a list of contents is kept inside the kit. The kit is reviewed and replenished on a regular basis.
- ♦ The first aid box is easily accessible to adults and is kept out of the reach of children.
- ♦ At the time of admission to the setting, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- ♦ Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.

### Legal framework

- ♦ Health and Safety (First Aid ) Regulations (1981)

### Further guidance

- ♦ First Aid at Work: Your questions answered (HSE 1997)  
[www.hse.gov.uk/pubns/indg214.pdf](http://www.hse.gov.uk/pubns/indg214.pdf)
- ♦ Basic Advice on First Aid at Work (HSE 2006)  
[www.hse.gov.uk/pubns/indg347.pdf](http://www.hse.gov.uk/pubns/indg347.pdf)
- ♦ Guidance on First Aid for Schools (DfEE)  
[www.teachernet.gov.uk/\\_doc/4421/GFAS.pdf](http://www.teachernet.gov.uk/_doc/4421/GFAS.pdf)

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**Useful publications**

- ♦ Medication Record (2006)

# Safeguarding children

## 1.16 Critical Incident

### Policy Statement

A critical incident is a traumatic incident that could result in death or serious injury to a child or staff member. We have in place a procedure in order to manage any incident effectively and support all those affected after the incident.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners		

### Procedures

- ◆ Our designated person who will take the lead during should a critical incident occur is:  
Beverley Feeney (or in her absence, Sally Normington)

When dealing with a critical incident the designated person will refer to the ***Critical Incident Response Timeline (Appendix A)***.

### ***Preparing for a critical incident occurring***

The designated person will undertake ***to direct staff*** to take the following actions:

- ◆ Contact the emergency service (**Appendix B**)
- ◆ Contact the child's family
- ◆ Manage and reassure the other children
- ◆ Contact the EECU office for support and advice - their telephone number is 023 8065 0034
- ◆ Agree what to say and contact all parents
- ◆ Agree what to say (with support from EECU) and speak to media

*When directing staff*, ideally one person should stay with the child, one person should telephone for an ambulance and meet the ambulance and one person should record the event with timings. Other staff should be directed to care for the remaining children.

### ***Actions following the incident***

The designated person will undertake to take the following actions:

- ◆ Inform Ofsted by telephone: 0300 123 1231
- ◆ Inform Children's Services by telephone: 0845 603 5620
- ◆ Inform the insurance company by telephone - Pre-school Learning Alliance: 020 7697 2585

- ◆ Inform the Childrenslinks Pre-school Development Officer, Lesley Hicks, by telephone: 07554 450 484
- ◆ Update the EECU development team by telephone: 023 8065 0034
- ◆ Update and debrief the staff team in person via a staff meeting or individually
- ◆ A full report will be written and kept with the child's records
- ◆ The procedures will be reviewed to see whether anything can be learnt from the incident
- ◆ Consider counselling as necessary

***Ongoing issues***

After a serious incident we will seek support from our Local Development Team (EECU Early Years Advisory Teacher and Childrenslinks Development Worker) when dealing with any ongoing actions.

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Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

**Contacting emergency services**

**Request an ambulance**

Dial 999

**State “ANAPHYLAXIS” immediately if the call relates to this type of incident**

Ask for an ambulance and be ready with the following information

Setting Telephone number - **01962 890 892**



Setting address - **The Riverside Nursery School  
Winchester City Football Club  
Hillier Way  
Abbots Barton  
Winchester**



Post Code - **SO23 7SU**



Give the exact location in the building / outdoor area where the child / adult is



Give your name



Give name of child / adult and a brief description of the symptoms



Inform Ambulance Control of the best entrance and state that the crew will be met and taken to the child / adult (bear in mind that if the main gate is locked they will need to enter via the side gate)



Send a person to meet the ambulance

## Appendix A

### Critical Incident Response Timeline

Immediate	30 minutes	1 hour	Before the end of the session	At the end of the session/day	Ongoing
<p>Contact emergency services.</p> <p>Assess ongoing risk respond accordingly.</p> <p>Ensure the event is timed and recorded.</p> <p>Confirm roles and responsibilities in the setting.</p> <p>Check individual healthcare plan and admissions form for healthcare assessment and be ready to pass on any relevant information to the emergency services.</p> <p>Contact child's family.</p> <p>Manage the other children.</p>	<p>Gather coherent information.</p> <p>Contact local EECU office.</p> <p>Check on well-being of staff members. Ask those directly involved to make a written record of the incident.</p>	<p>Inform others;</p> <p>OFSTED</p> <p>Insurers: consider what can be shared with media.</p> <p>Social Care.</p> <p>Write a factual report to supplement the record of the incident recording clearly the actions taken.</p>	<p>Decide whether information is to be shared with parents/carers.</p> <p>Decide how information is to be shared.</p> <p>Prepare a script.</p> <p>Handover all children with a clear script - avoid speculation.</p>	<p>Bring all staff together.</p> <p>Check everyone is alright.</p> <p>Give a cup of tea/coffee.</p>	<p>Check with all staff how they are feeling on the following day and over time.</p> <p>Review procedures.</p> <p>Identify training needs.</p>

## Promoting health and hygiene

### 1.17 Nappy changing and toilet training

#### Policy statement

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

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained.

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

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child	

#### Procedures

- The setting has a list of personalised requirements for the young children in our care who are in nappies, 'pull-ups' or are toilet training.
- Key persons, will take responsibility for ensuring children are changed and if they are not available then a person familiar to the children will change them.
- Changing areas are safe to lay young children if they need to have their bottoms cleaned.
- There is a 'nappy changing' basket in the changing area containing protective gloves, cotton wool, baby wipes, spare 'pull-ups' and disposal bags.
- Each young child who is in nappies or pull-ups will have their own bag on their peg with their nappies or 'pull ups' and changing wipes.

- Gloves are put on before changing starts and the areas are prepared. Paper towel is put down on the changing mat freshly for each child. The mat is cleaned after every use.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, key persons ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet.
- They should be encouraged to wash their hands and have soap and towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Staff are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Staff do not make inappropriate comments about young children's genitals when changing their nappies.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Potties, a trainer seat and steps are available for children to use.
- Nappies and 'pull ups' are disposed of hygienically. Any soil (faeces) in nappies or pull ups is flushed down the toilet and the nappy or pull up is double-bagged and put in the outside bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.
- Staff will write in the 'changing book' when they change children's nappies and pull-ups.
- NB If young children are left in wet or soiled nappies/'pull ups' in the setting this may constitute neglect and will be a disciplinary matter. Settings have a 'duty of care' towards children's personal needs.

# Employment

## 2.1 Employment and staffing

(Including vetting, contingency plans, training and development)

### Policy Statement

We provide a staffing ratio in line with the Welfare requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff are appropriately qualified and we carry out checks for criminal and other records through the Criminal Records Bureau in accordance with statutory requirements.

### EYFS key themes and commitments

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.3 Keeping safe	2.4 Key person	3.4 The wider context	

### Procedures

#### *Ratios*

- ♦ To meet this aim we use the following ratios of adult to children:
  - children aged two years of age: 1 adult : 4 children;
  - children aged three to five years of age: 1 adult : 8 children.
- ♦ A minimum of two staff/adults are on duty at any one time.
- ♦ We use a key person approach to ensure that each child has a named member of staff with whom to form a relationship and who plans with parents for the child's well-being and development in the setting. The key person meets regularly with the family for discussion and consultation on their child's progress.
- ♦ We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any difficulties that may arise from time to time.

#### *Vetting and staff selection*

- ♦ We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection.
- ♦ All staff have job descriptions which set out their staff roles and responsibilities.
- ♦ We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of marital status, age, gender, culture, religious belief, ethnic origin or sexual orientation. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- ♦ We use Ofsted guidance on obtaining references and enhanced criminal record checks through the Criminal Records Bureau for staff and volunteers who will have unsupervised access to children. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act 2006 for the vetting and barring scheme.
- ♦ It will be made clear to applicants for posts within the nursery that the position is exempt from the provisions of the Rehabilitation of Offenders Act 1974 and that a Criminal Records Bureau check will be made.

#### *Storage, retention and disposal of staff records and disclosure information*

- ♦ The Riverside Nursery complies fully with its obligations under the Data Protection Act 1998.

- ♦ We keep all records relating to employment of staff and volunteers, in particular those demonstrating that checks have been done, including the date and number of the enhanced Criminal Records Bureau check and the details of the recruitment decision taken.
- ♦ Once a recruitment (or other relevant) decision has been made, we do not keep Disclosure information for any longer than is necessary. This is generally for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints.
- ♦ Once the retention period has elapsed, we will ensure that any Disclosure information is immediately destroyed by secure means. We will not keep a photocopy of the Disclosure .

*Changes to staff*

- ♦ We inform Ofsted of any changes in the person responsible for our setting.

*Training and staff development*

- ♦ Our setting leader holds a Level 4 Children's Care Learning and Development qualification and the deputy a Level 3 Early Years Care and Education qualification. A minimum of half of our staff hold a Level 2 equivalent or higher child care qualification.
- ♦ We provide regular in-service training to all staff - whether paid staff or volunteers.
- ♦ Our setting budget allocates resources to training.
- ♦ We provide staff induction training in the first week of employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures will be introduced within an induction plan.
- ♦ We support the work of our staff by holding regular supervision meetings and appraisals.
- ♦ We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

*Managing staff absences and contingency plans for emergencies*

- ♦ As a term-time setting, our staff take their holiday breaks when the setting is closed. Where staff may need to take time off for any reason other than sick leave or training, this is agreed with the manager with sufficient notice.
- ♦ Where staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- ♦ Sick leave is monitored and action is taken where necessary in accordance with the contract of employment.
- ♦ We have contingency plans to cover staff absences, as follows:

Use of part-time staff to cover sickness and other absences such as training.  
 Maintain a register of suitable supply staff and/or child care agencies.

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

**Useful publications**

- ♦ Workforce development folder - HCC Early Education and Childcare Unit

# Employment

## 2.2 Induction of staff, volunteers and managers

### Policy Statement

We provide an induction for all staff, volunteers and managers in order to fully brief them about the setting, the families we serve, our policies and procedures, curriculum and daily practice.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe	2.4 Key person	3.2 Supporting every child	

### Procedures

- ◆ We have a written induction plan for all new staff, which includes the following:
  - Introductions to all staff and volunteers.
  - Familiarising with the building, health and safety and fire procedures.
  - Ensuring our policies and procedures have been read and are carried out.
  - Introduction to parents, especially parents of allocated key children where appropriate.
  - Familiarising them with confidential information where applicable in relation to any key children.
  - Details of the tasks and daily routines to be completed.
- ◆ The nursery manager or deputy will carry out induction for new staff and volunteers.
- ◆ 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.

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Role of signatory

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### Useful publications

- ◆ Workforce development folder - HCC Early Education and Childcare Unit

# Employment

## 2.3 Student placements

### Policy Statement

This setting recognises that qualifications and training make an important contribution to the quality of the care and education provided by early years settings. 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.

### EYFS key themes and commitments

<b>A Unique Child</b>	<b>Positive Relationships</b>	<b>Enabling Environments</b>	<b>Learning and Development</b>
1.3 Keeping safe	2.2 Parents as partners	3.4 The wider context	

### Procedures

- ◆ We require students on qualification courses to meet the 'suitable person' requirements of Ofsted and have Criminal Records Bureau checks carried out.
- ◆ We require schools placing students under the age of 17 years with the setting 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.
- ◆ Trainee staff employed by the setting may be included in the ratios if they are deemed competent.
- ◆ We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- ◆ We require students to keep to our confidentiality 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.

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

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\_\_\_\_\_ (date)

Signed

Name of signatory

Role of signatory

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# Health and safety

## 3.1 Risk assessment

### Policy statement

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

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

### Procedures

- ◆ Our risk assessment process covers adults and children and includes:
  - checking for and noting hazards and risks indoors and outside, and in our premises and for activities;
  - assessing the level of risk and who might be affected;
  - deciding which areas need attention; and
  - developing an action plan that specifies the action required, the time-scales for action, the person responsible for the action and any funding required.
- ◆ Where more than five staff and volunteers are employed the risk assessment is written and is reviewed regularly.
- ◆ We maintain lists of health and safety issues, which are checked daily before the session begins as well as those that are checked on a termly and annual basis when a full risk assessment is carried out.

### Legal framework

- ◆ Management of Health and Safety at Work Regulations 1992

### Further guidance

- ◆ Five Steps to Risk Assessment (HSE 2006)  
[www.hse.gov.uk/pubns/indg163.pdf](http://www.hse.gov.uk/pubns/indg163.pdf)

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

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Role of signatory

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# Health and safety

## 3.2 Health and safety general standards

### Policy statement

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

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

- Our member of staff responsible for health and safety is:

Beverley Feeney

- She is competent to carry out these responsibilities.
- She has undertaken health and safety training and regularly updates her knowledge and understanding.

- We display the necessary health and safety poster in

Storage cupboard

### Insurance cover

We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on:

Notice board in hallway

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being		3.3 The learning environment	

### Procedures

#### Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- Records are kept of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- As necessary, health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at staff meetings.
- We operate a no smoking policy.
- Children are made aware of health and safety issues through discussions, planned activities and routines.

### *Safety of adults*

- ♦ Adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment via the staff/volunteer handbook and posters displayed in storage cupboard.
- ♦ When adults need to reach up to store equipment they are provided with safe equipment to do so.
- ♦ Adults are not expected to remain in the building on their own or leave on their own after dark.
- ♦ The sickness of staff and their involvement in accidents is recorded. The records are reviewed termly to identify any issues that need to be addressed.
- ♦ We keep all cleaning chemicals in their original containers.

### *Windows*

- ♦ Low level windows are made from materials that prevent accidental breakage or are made safe.

### *Doors*

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

### *Floors*

- ♦ All floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged.

### *Electrical/gas equipment*

- ♦ All electrical equipment conforms to safety requirements and is checked regularly.
- ♦ Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- ♦ Fires, heaters, electric sockets, wires and leads are properly guarded and the children are taught not to touch them.
- ♦ There are sufficient sockets to prevent overloading.
- ♦ The temperature of hot water is controlled to prevent scalds.
- ♦ Lighting and ventilation is adequate in all areas including storage areas.

### *Storage*

- ♦ All resources and materials from which children select are stored safely.
- ♦ All equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

### *Outdoor area*

- ♦ Our outdoor garden is securely fenced, and steps are taken to ensure other outdoor areas are adequately supervised.
- ♦ Our outdoor area is checked for safety and cleared of rubbish before it is used.
- ♦ Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- ♦ Where water can form a pool on equipment or in digging areas, it is emptied before children start playing outside.
- ♦ Our outdoor sand pit is covered when not in use and is cleaned regularly.
- ♦ All outdoor activities are supervised at all times.

### *Hygiene*

- ♦ Our daily routines encourage the children to learn about personal hygiene.
- ♦ We have a daily cleaning routine for the setting which includes play room(s), kitchen and toilet areas.
- ♦ We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.

- ♦ The toilet area includes hand washing and drying facilities.
- ♦ Nappies are disposed of by double bagging and placing in outside bins.
- ♦ We implement good hygiene practices by:
  - cleaning tables between activities;
  - cleaning toilets regularly;
  - wearing protective clothing - such as aprons and disposable gloves - as appropriate;
  - providing sets of clean clothes;
  - providing tissues and wipes; and
  - ensuring individual use of paper towels.

### *Activities and resources*

- ♦ Before purchase or loan, equipment and resources are checked to ensure that they are safe for the ages and stages of the children currently attending the setting.
- ♦ The layout of play equipment allows adults and children to move safely and freely between activities.
- ♦ All equipment is regularly checked for cleanliness and safety and any dangerous items are repaired or discarded.
- ♦ All materials, including paint and glue, are non-toxic.
- ♦ Sand is clean and suitable for children's play.
- ♦ Physical play is constantly supervised.
- ♦ Children are taught to handle and store tools safely.
- ♦ Children who are sleeping are checked regularly.
- ♦ Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
- ♦ Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded.
- ♦ Large pieces of equipment are discarded only with the consent of the proprietor.

### **Legal Framework**

- ♦ Health and Safety at Work Act (1974)
- ♦ Management of Health and Safety at Work Regulations 1992
- ♦ Electricity at Work Regulations 1989
- ♦ Control of Substances Hazardous to Health Regulations(COSHH) (2002)
- ♦ Manual Handling Operations Regulations 1992 (as amended)
- ♦ Health and Safety (Display Screen Equipment) Regulations 1992

### **Further guidance**

- ♦ *Health and Safety Law: What you Should Know (HSE 1999)*  
[www.hse.gov.uk/pubns/law.pdf](http://www.hse.gov.uk/pubns/law.pdf)
- ♦ *Health and Safety Regulation...a Short Guide (HSE 2003)*  
[www.hse.gov.uk/pubns/hsc13.pdf](http://www.hse.gov.uk/pubns/hsc13.pdf)
- ♦ *Electrical Safety and You (HSE 1998)*  
[www.hse.gov.uk/pubns/indg231.pdf](http://www.hse.gov.uk/pubns/indg231.pdf)
- ♦ *COSHH: A Brief Guide to the Regulations (HSE 2005)*  
[www.hse.gov.uk/pubns/indg136.pdf](http://www.hse.gov.uk/pubns/indg136.pdf)

- ♦ Manual Handling – Frequently Asked Questions (HSE)  
[www.hse.gov.uk/contact/faqs/manualhandling.htm](http://www.hse.gov.uk/contact/faqs/manualhandling.htm)

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

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# Health and safety

## 3.3 Fire safety and emergency evacuation

### Policy Statement

We take steps to ensure our premises present no risk of fire. Where necessary we seek the advice of a competent person, such as a Fire Safety Officer.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

### Procedures

- ♦ The basis of fire safety is risk assessment. These are carried out by a 'competent person'.
- ♦ Fire doors are clearly marked, never obstructed and easily opened from the inside.
- ♦ Smoke detectors/alarms and fire fighting appliances conform to BSEN standards, are fitted in appropriate high risk areas of the building and are checked as specified by the manufacturer.
- ♦ Our emergency evacuation procedures are:
  - clearly displayed in the premises;
  - explained to new members of staff, volunteers and parents; and
  - practised regularly at least once every six weeks.
- ♦ Records are kept of fire drills and the servicing of fire safety equipment.

#### *The fire drill records contain:*

- ♦ Date and time of the drill.
- ♦ How long it took.
- ♦ Whether there were any problems that delayed evacuation.
- ♦ Any further action taken to improve the drill procedure.

#### *Emergency evacuation procedure*

- ♦ Procedure for practice drill:
  - Either respond to a smoke alarm going off, or raise the Alarm by shouting. Keep Calm.
  - Don't tackle a fire unless safe to do so.
  - Stop all activities.
  - Direct the children to the nearest exit.
  - Adults should lead children to the fire assembly point.
  - If safe, last person should check the building and close doors.
  - Person in charge to take register and phone. Confirm this.

- Line up on the grass.
- Do a head count and check against the register.
- Person in charge to call 999.
- Don't go back into the building until safe to do so
- ◆ Parents will be contacted by telephone.
- ◆ The Fire Assembly Point is on the grass next to the football pitch.

### Legal framework

- ◆ Regulatory Reform (Fire Safety) Order 2005  
[www.opsi.gov.uk/si/si2005/20051541.htm](http://www.opsi.gov.uk/si/si2005/20051541.htm)

### Further guidance

- ◆ *Fire Safety Risk Assessment - Educational Premises* ( HMG 2006)  
[www.communities.gov.uk/publications/fire/firesafetyrisk6](http://www.communities.gov.uk/publications/fire/firesafetyrisk6)

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Name of signatory

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Role of signatory

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## Health and safety

### 3.4 Recording and reporting of accidents and incidents

(Including procedure for reporting to HSE, RIDDOR)

#### Policy Statement

We follow the guidelines of the Reporting Injuries, Diseases and Dangerous Occurrences (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are NOT regarded as incidents and there are separate procedures for this.

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.4 The wider context	

#### Procedures

*Our accident book:*

- ♦ is kept safely and accessibly;
- ♦ is accessible to all staff and volunteers, who know how to complete it; and
- ♦ is reviewed at least termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a general practitioner or hospital doctor, or the death of a child or adult.

When there is any injury requiring general practitioner or hospital treatment to a child, parent, volunteer or visitor or where there is a death of a child or adult on the premises, we make a report to the Health and Safety Executive using the format for the Reporting of Injuries, Diseases and Dangerous Occurrences.

Information for reporting the incident to Health and Safety Officer is detailed in the Pre-school Learning Alliance's *Accident Record* publication.

*Our incident book*

- ♦ We keep an incident book for recording incidents including those that are reportable to the Health and Safety Executive.
- ♦ As we rent premises we ensure we have access to the person responsible for dealing with emergencies such as electrical and plumbing, and there is a shared procedure for dealing with such emergencies. Such incidences will be recorded in the incident book.
- ♦ The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.
- ♦ These incidents may include:

- break in, burglary, theft of personal or the setting's property;
- an intruder gaining unauthorised access to the premises;
- fire, flood, gas leak or electrical failure;
- attack on member of staff or parent on the premises or nearby;
- any racist incident involving staff or family on the centre's premises;
- death of a child, and
- a terrorist attack, or threat of one.

## Legal framework

- ◆ Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR 1995)

## Further guidance

- ◆ RIDDOR Guidance and Reporting Form  
[www.hse.gov.uk/riddor/index.htm](http://www.hse.gov.uk/riddor/index.htm)

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

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\_\_\_\_\_ (date)

Signed

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Name of signatory

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Role of signatory

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# Health and safety

## 3.5 Food hygiene

(Including procedure for reporting food poisoning)

### Policy statement

In our setting we provide and/or serve food for children on the following basis (delete which does not apply):

- ♦ Snacks.
- ♦ Packed lunches.

We are registered as a food provider with the local authority Environmental Health Department.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe		3.3 The learning environment 3.4 The wider context	

### Procedures

- ♦ The person in charge and the person responsible for food preparation understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business. This is set out in *Safer Food Better Business*. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- ♦ All staff follow the guidelines of *Safer Food Better Business*.
- ♦ At least one person has an in-date Food Hygiene Certificate.
- ♦ Daily opening and closing checks are carried out on the kitchen to ensure standards are met consistently. (See *Safer Food Better Business*.)
- ♦ We use reliable suppliers for the food we purchase.
- ♦ Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.
- ♦ Packed lunches are stored in a cool place; un-refrigerated food is served to children within 4 hours of preparation at home.
- ♦ Food preparation areas are cleaned before use as well as after use.
- ♦ All utensils, crockery etc are clean and stored appropriately.
- ♦ Waste food is disposed of daily.
- ♦ Cleaning materials and other dangerous materials are stored out of children's reach.
- ♦ Children do not have unsupervised access to the kitchen.
- ♦ When children take part in cooking activities, they:

- are supervised at all times;
- understand the importance of hand washing and simple hygiene rules
- are kept away from hot surfaces and hot water; and
- do not have unsupervised access to electrical equipment such as blenders etc.

### Legal Framework

- ♦ Regulation (EC) 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

### Further guidance

- ♦ *Safer Food Better Business* (Food Standards Agency)  
[www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbcaterers](http://www.food.gov.uk/foodindustry/regulation/hygleg/hyglegresources/sfbb/sfbbcaterers)

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

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Role of signatory

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# Administration

## 4.1 Admissions

### Policy Statement

It is our intention to make our setting accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community have access to the setting through open, fair and clearly communicated procedures.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment 3.4 The wider environment	

### Procedures

- We ensure that the existence of our setting is widely advertised in places accessible to all sections of the community.
- We ensure that information about our setting is accessible, in written and spoken form and, where appropriate, in more than one language.
- We arrange our waiting list in birth order. In addition our policy may take into account the following:
  - the vicinity of the home to the setting; and
  - siblings already attending the setting.
- We keep a place vacant, if this is financially viable, to accommodate an emergency admission.
- We welcome fathers and mothers, other relations and other carers, including childminders.
- We do not discriminate against a child or their family, or prevent entry to our setting, on the basis of their gender, special educational needs, disabilities, social background, religion, and ethnicity or from English being a newly acquired additional language.
- We enable children and/or parents with disabilities to take part in the life of the setting.
- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our Equal Opportunities Policy widely known.
- We consult with families about the opening times of the setting to ensure we accommodate a broad range of family needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the setting that provides stability for all the children.
- Spaces at nursery will be offered to children in the following order and are subject to availability;
  1. funded children at nursery attending less than 15 hours per week
  2. unfunded children already attending nursery for less than 15 hours per week
  3. funded children on the waiting list in order of date of birth
  4. funded children at nursery who attend 15 or more hours per week

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

## Child care practice

### 4.2 The role of the key person and settling-in

#### Policy Statement

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. Research shows that a key person approach benefits the child, the parents, the staff and the setting by providing secure relationships in which children thrive, parents have confidence, staff are committed and the setting is a happy and dedicated 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 staff. We also want parents to have confidence in both their children's well-being and their role as active partners with the setting.

We aim to make the 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 Welfare Requirements of the Early Years Foundation Stage. Each setting must offer a key person for each child.

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

#### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners 2.4 Key person	3.2 Supporting every child 3.3 The learning environment	4.4 Personal, social and emotional development

#### Procedures

- We allocate a key person before the child starts.
- The key person is responsible for the induction of the family and for settling the child into our setting.
- The key person offers unconditional regard for the child and is non-judgemental.
- The key person works with the parent to plan and deliver a personalised plan for the child's well-being, care and learning.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- A key person is responsible for developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- We provide a back-up key person so the child and the parents have a key contact in the absence of the child's key person.

- ♦ We promote the role of the key person in our setting as the basis for helping the child to establish relationships with other staff and children.

### *Settling-in*

- ♦ Before a child starts to attend the setting, we use a variety of ways to provide his/her parents with information. These include written information (including our prospectus and policies), displays about activities available within the setting, stay and play sessions and individual meetings with parents.
- ♦ During the half-term before a child is enrolled, we provide opportunities for the child and his/her parents to visit the setting during normal sessions and for a stay and play session.
- ♦ We allocate a key person to each child and his/her family before she/he starts to attend; the key person welcomes and looks after the child and his/her parents at the child's first session and during the settling-in process.
- ♦ We use pre-start visits and the first session at which a child attends to explain and complete with his/her parents the child's registration records.
- ♦ When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.
- ♦ We have an expectation that the parent, carer or close relative, will stay for most of the session during the first week, gradually taking time away from their child, increasing this as and when the child is able to cope.
- ♦ Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- ♦ We judge a child to be settled when they have formed a relationship with their key person; for example the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- ♦ When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.
- ♦ We recognise that some children will settle more readily than others but that some children who appear to settle rapidly are not ready to be left. We expect that the parent will honour the commitment to stay for at least the first week, or possibly longer, until their child can stay happily without them.
- ♦ We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- ♦ We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.
- ♦ Within the first four to six weeks of starting we discuss and work with the child's parents to start to create their child's record of achievement.

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

# Partnership

## 4.3 Parental involvement

### Policy Statement

We believe that children benefit most from early years education and care when parents and settings work together in partnership.

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

Some parents are less well represented in early years settings; these include fathers, parents who live apart from their children but who still play a part in their lives as well as working parents. In carrying out the following procedures, we will ensure all parents are included.

When we refer to 'parents' we mean both mothers and fathers; these include both natural or birth parents as well as step-parents and parents who do not live with their children, but have contact with them and play a part in their lives. 'Parents' also includes same sex parents as well as foster parents.

'Parental responsibility' is *all the rights, duties, powers and responsibilities and authority which by law a parent of a child has in relation to the child and his property.*

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice 1.4 Health and well-being	2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person	3.2 Supporting every child	

### Procedures

- We consult with all parents to find out what works best for them.
- We ensure ongoing dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- We inform all parents on a regular basis about their children's progress.

- ♦ We involve parents in the shared record keeping about their children - either formally or informally - and ensure parents have access to their children's written developmental records.
- ♦ We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- ♦ We inform parents about relevant conferences, workshops and training.
- ♦ We consult with parents about the times of meetings to avoid excluding anyone.
- ♦ We hold meetings in venues that are accessible and appropriate for all.
- ♦ We welcome the contributions of parents, in whatever form these may take.
- ♦ We inform all parents of the systems for registering queries, complaints or suggestions. All parents have access to our written complaints procedure.
- ♦ We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home.

In compliance with the Welfare Requirements, the following documentation is in place:

- ♦ Admissions policy.
- ♦ Complaints procedure.
- ♦ Record of complaints.
- ♦ Developmental records of children.

This policy was adopted at a meeting of	The Riverside Nursery School	name of setting
Held on	_____	(date)
Date to be reviewed	_____	(date)
Signed	_____	
Name of signatory	_____	
Role of signatory	_____	

### Useful publications

- ♦ Child Protection Record (2007)  
(For a full explanation of who has parental responsibility, refer to the Pre-school Learning Alliance's *Child Protection Record* publication.)

# Partnership

## 4.4 Working in partnership with other agencies

### Policy Statement

We work in partnership with local and national agencies to promote the well-being of all children.

### EYFS Key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.1 Respecting each other	3.4 The wider context	

### Procedures

- ◆ We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- ◆ Procedures are in place for sharing of information about children and families with other agencies.
- ◆ 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 the setting and their professional roles are respected.
- ◆ We follow the protocols for working with agencies, for example on child protection.
- ◆ 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 local and national agencies who offer a wealth of advice and information that help us develop understanding of 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.

This policy was adopted at a meeting of

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Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

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# Record Keeping Policy

## 5.1 Children's records

### Policy statement

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

This policy and procedure is taken in conjunction with the Confidentiality Policy.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.1 Observation, assessment and planning	

### Procedures

We keep two kinds of records on children attending our setting:

#### *Developmental records*

- ◆ These include observations of children in the setting, photographs and samples of their work and summary developmental reports that can be freely accessed by staff.
- ◆ These are usually kept in the lockable filing cabinet and with permission, can be accessed, and contributed to by the child and the child's parents.

#### *Personal records*

- ◆ These include registration and admission forms, signed consent forms, and correspondence concerning the child or family, reports or minutes from meetings concerning the child from other agencies, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns or child protection matters.
- ◆ These confidential records are stored in a lockable filing cabinet and are kept secure. Key holders are; Nursery Manager - Beverley Feeney    Deputy Nursery Manager - Sally Normington

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- ◆ Parents have access, in accordance with our Client Access to Records policy, to the files and records of their own children but do not have access to information about any other child.
  - ◆ Staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality in the role of the key person.

- ♦ We retain children's records for three years after they have left the setting. These are kept in a secure place.

### *Other records*

- ♦ Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- ♦ Students on recognised qualifications and training, when they are observing in the setting, are advised of our confidentiality policy and are required to respect it.

### **Legal framework**

- ♦ Data Protection Act 1998
- ♦ Human Rights Act 1998

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

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\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_

# Record keeping

## 5.2 Provider records

We keep records for the purpose of maintaining our business. These include:

- Records pertaining to our registration.
- Landlord documentation.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment and records of staff.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the Data Protection Act and the Human Rights Act.

This policy and procedure is taken in conjunction with the Confidentiality and Client Access to Records policy.

## EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.2 Inclusive practice	2.1 Respecting each other	3.3 The learning environment	

- All records are the responsibility of the nursery manager who ensures they are kept securely.
- All records are kept in an orderly way in files and filing is kept up-to-date.
- Financial records are kept up-to-date for audit purposes.
- Health and safety records are maintained; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.
- All our employment and staff records are kept securely and confidentially.
- Some records are kept in both paper form and in electronic form.

The Riverside Nursery School is registered under the Data Protection Act.

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

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Name of signatory

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Role of signatory

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# Child care practice

## 6.1 All weather policy

### Policy Statement

At The Riverside Nursery, children will spend time outdoors in all weathers, all year round, and as they explore the outdoor environment it is inevitable that on occasions they will get wet and muddy.

It is necessary for children to bring suitable outdoor clothing such as warm/waterproof coats and wellies, or sun hats, depending on the weather.

Please ensure your child is dressed in clothes that are easily washable or not too new and ensure that outdoor and indoor clothing is suitable for children to play and move around in.

Whilst every care will be taken to protect children's clothes during play, it is not always appropriate to insist that children wear aprons as this can deter them from participating fully in an activity. The Riverside Nursery School will not be held responsible for damage to children's clothing during their time at nursery.

### EYFS key themes and commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
1.3 Keeping safe 1.4 Health and well-being	2.2 Parents as partners	3.3 The learning environment	4.1 Play and exploration 4.2 Active learning

### Procedures

#### What to wear

At The Riverside we encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Please bear in mind that clothing that is easy for them to manage will help them to do this.

#### **Hot weather**

**Sun lotion** - Please provide sun lotion for your child during the hot weather. We will ask you to sign a form giving your permission for us to apply sun lotion to your child, or top it up during the day. We will have a small supply of sun lotion should there be none available for your child for which you must give your permission for us to apply. We will make the brand known to you in advance of any application.

**Hats** - Sun hats will help to protect children from the sun when they play outside. Please supply a named sunhat for your child and help us by encouraging them to use it.

**Tee shirts** that cover children's arms/shoulders can provide extra protection from the sun during hot weather.

***Cold weather***

**Coats** - a warm coat is essential for children to enjoy being outside. Please ensure it is a coat that children can move around in without worrying about getting it dirty.

**Gloves** - please provide named gloves for your child.

**Hats** - please provide a named wool or fleece hat that will help your child to stay warm outside during cold weather.

***Wet weather***

**Waterproof coats** - please send your child with a named waterproof coat that will enable them to play outside on wet days.

**Waterproof trousers** - we have a supply of waterproof trousers but if your child has their own then please bring these in (named), particularly on wet days.

**Wellington boots** - boots are essential on wet days, but it is also useful for children to bring them on other days so they can play in the digging area.

**Rain hats** - if your child's coat does not have a hood, a rain hat would be useful.

In order to protect the carpet a pair of indoor shoes or slippers will be needed for indoor wear, particularly in the wetter weather.

Please label all belongings with your child's name as young children do not always recognise their own clothes, shoes and bags.

This policy was adopted at a meeting of

The Riverside Nursery School

Held on

\_\_\_\_\_ (date)

Date to be reviewed

\_\_\_\_\_ (date)

Signed

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory

\_\_\_\_\_