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64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

1. ACCEPTABLE IT USE POLICY

Legislation

- Data Protection Act 2018
- General Data Protection Regulation (Regulation (EU) 2016/679)

Related Policies

- Whistleblowing
- Social Networking
- Safeguarding Children/Child Protection
- Online Safety

This Policy describes the rights and responsibilities of staff using resources, such as computers, tablets, the internet, landline and mobile telephones, and other electronic equipment. It explains the procedures you are expected to follow and makes clear what is considered acceptable behaviour when using them. These devices are an important part of how we work. Therefore, they should be used in accordance with our policies in order to protect children, staff and families.

Security and passwords

All electronic devices will be password protected and passwords will be updated on a regular basis. Passwords for our systems are confidential and must be kept as such. You must not share any passwords with any other person outside of your close team members.

Email

We expect all staff to use their common sense and good business practice when using email. As email is not a totally secure system of communication and can be intercepted by third parties, external email should not normally be used in relation to confidential transactions.

Emails must not be used to send abusive, offensive, sexist, racist, disability-biased, sexual orientation based or defamatory material, including jokes, pictures or comments which are potentially offensive. Such use may constitute harassment and/or discrimination and may lead to disciplinary action up to and including summary dismissal. If you receive unwanted messages of this nature, you should bring this to the attention of your Manager.

Internet access

You must not use the internet facilities to visit, bookmark, download material from or upload material to inappropriate, obscene, pornographic or otherwise offensive websites. Such use constitutes misconduct and will lead to disciplinary action up to and including summary dismissal in serious cases.

Each employee has a responsibility to report any misuse of the internet or email. By not reporting such knowledge, the employee will be considered to be collaborating in the misuse. Each employee can be assured of confidentiality when reporting misuse.

Personal use of the internet, email and telephones

Any use of our electronic communication systems for purposes other than the duties of your employment is not permitted.

Use of personal devices is only allowed in the staff room during break.

Emergency personal calls need to be authorised by the manager and where possible, be made on your own personal mobile phone outside the school.

Disciplinary action will be taken where:

- the privilege of using our equipment is abused; or
- unauthorised time is spent on personal communications during working hours.

Data protection

When using any of our systems employees must adhere to the requirements of the General Data Protection Regulation 2018 (GDPR). For more information see our Data Protection and Confidentiality Policy.

Downloading or installing software

Employees may not install any software that has not been cleared for use by the manager onto our computers or systems. Such action may lead to disciplinary action up to and including summary dismissal in serious cases.

Using removable devices

Before using any removable storage media which has been used on hardware not owned by us (e.g. USB pen drive, CDROM etc.) the contents of the storage device must be virus checked.

This policy was adopted on	Signed on behalf of the school	Date for review
<i>16/03/2023</i>	<i>Louise de Chateaufvieux and Eva Toth</i>	<i>15/03/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



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stormont@ecoleduparc.co.uk

2. ACCESS AND STORAGE OF INFORMATION

At l'Ecole du Parc, we have an open access policy in relation to accessing information about the school and parents' own children. This policy is subject to the laws relating to data protection and document retention.

Parents are welcome to view the policies and procedures of the school, which govern the way in which the school operates. These may be viewed at any time when the school is open, simply by asking the school manager or by accessing the file sent in the welcome email or on the school website. The school manager or any other relevant staff member will also explain any policies and procedures to parents or use any other methods to make sure that parents understand these in line with the school's communications policy.

Parents are also welcome to see and contribute to all the records that are kept on their child. However, we must adhere to data protection laws and, where relevant, any guidance from the relevant agencies for child protection.

As we hold personal information about staff and families, we are registered under data protection law with the Information Commissioner's Office. A copy of the certificate can be viewed in the corridor. All parent, child and staff information is stored securely according to the requirements of data protection registration, including details, permissions, certificates and photographic images. We will ensure that staff understand the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality.

The school's records and documentation that are required to be kept and stored by current legislation are performed in accordance with minimum legal archiving requirements. We currently archive these records for at least 24 years to ensure we are covered for any child protection concerns.

School records and documentation that are not required to be kept are deleted or destroyed in line with the current data protection laws and our Privacy Notice.

If parents have a specific deletion or retention request regarding any data that we hold, they should raise a query in writing and we will respond formally to their request. This policy will be reviewed annually and amended according to any change in law/legislation.

This policy was adopted on	Signed on behalf of the school	Date for review
21/03/2023	Louise de Chateauevieux and Eva Toth	21/03/2024

64 Garfield Road
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3. ACCIDENTS AND FIRST AID

At l'Ecole du Parc, the safety of all children is paramount and we have measures in place to help to protect children. However sometimes accidents do unavoidably happen.

We follow this policy and procedure to ensure all parties are supported and cared for when accidents or incidents happen¹; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents

When an accident or incident occurs, we ensure:

- The child is comforted and reassured first
- The extent of the injury is assessed and if necessary, a call is made for medical support/ambulance
- First aid procedures are carried out where necessary, by a trained paediatric first aider
- The person responsible for reporting accidents, incidents is the member of staff who saw the incident or was first to find the child where there are no witnesses.
- The accident or incident is recorded on an Accident/Incident Form and it is reported to the school manager. Other staff who have witnessed the accident may also countersign the form and, in more serious cases, provide a statement. This should be done as soon as the accident is dealt with, whilst the details are still clearly remembered.
- Parents are shown the Accident/Incident Report and informed of any first aid treatment given. They are asked to sign it the same day, or as soon as reasonably practicable after
- The school manager reviews the accident/incident forms at least monthly for patterns, e.g. one child having a repeated number of accidents, a particular area in the school or a particular time of the day when most accidents happen. Any patterns are investigated by the school manager and all necessary steps to reduce risks are put in place
- The school manager reports any serious accidents/incidents to the registered person for investigation for further action to be taken (i.e. a full risk assessment or report under Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR))
- The Accident Forms are kept for at least 21 years and three months
- Where medical attention is required, a senior member of staff will notify the parent(s) as soon as possible whilst caring for the child appropriately

¹ An accident is an unfortunate event or occurrence that happens unexpectedly and unintentionally, typically resulting in an injury, for example tripping over and hurting your knee.

An Incident is an event or occurrence that is related to another person, typically resulting in an injury, for example being pushed over and hurting your knee.

- Where medical treatment is required the school manager will follow the insurance company procedures, which may involve informing them in writing of the accident
- The school manager/registered provider will report any accidents of a serious nature to Ofsted and the local authority children's social care team (as the local child protection agency), where necessary. Where relevant such accidents will also be reported to the local authority environmental health department or the Health and Safety Executive and their advice followed. Notification must be made as soon as is reasonably practical, but in any event within 14 days of the incident occurring.

Location of accident forms: folder in each classroom

Contact Details:

Organisation	Géraldine Gonzalez and Sophie Christophe Canonne 0207 993 6460 or 0203 774 0081
Ofsted	0300 123 1231
Local authority children's social care team	020 8871 7899
Local authority environmental health department Health and Safety Executive	0344 326 2052
RIDDOR report form	http://www.hse.gov.uk/riddor/report.htm

Head injuries

If a child has a head injury in the setting then we will follow the following procedure:

- Comfort, calm and reassure the child
- Assess the child's condition to ascertain if a hospital or ambulance is required. We will follow our procedure for this if this is required (see below)
- If the skin is not broken we will administer an ice pack for short periods of time, repeated until swelling subsides
- If the skin is broken then we will follow our first aid training and stem the bleeding
- Call the parent and make them aware of the injury and ask whether they would like to collect their child (in case of mild injuries)
- Complete the accident form
- Keep the child in a calm and quiet area whilst awaiting collection, where applicable
- We will continue to monitor the child and follow the advice on the NHS website as per all head injuries <https://www.nhs.uk/conditions/minor-head-injury/>
- For major head injuries we will follow our paediatric first aid training.

Transporting children to hospital procedure

The school manager/staff member must:

- Call for an ambulance immediately if the injury is severe. We will not attempt to transport the injured child in our own vehicles
- Whilst waiting for the ambulance, contact the parent(s) and arrange to meet them at school or at the hospital depending on ambulance waiting times
- Arrange for the most appropriate member of staff to accompany the child taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately

- Remain calm at all times. Children who witness an incident may well be affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the accident.

First aid

The first aid boxes are located in each classroom and in the office.

These are accessible at all times with appropriate content for use with children.

The appointed person in each classroom responsible for first aid checks the contents of the boxes termly and replaces items that have been used or are out of date.

First aid boxes should only contain items permitted by the Health and Safety (First Aid) Regulations Act 1981, such as sterile dressings, bandages and eye pads. No other medical items, such as paracetamol should be kept in them.

The appointed persons responsible for first aid are Géraldine Gonzalez and Louise de Chateauvieux (Garfield Road) and Sophie Christophe Canonne and Gwendoline Guerin (Stormont Road).

Most of the staff are trained in paediatric first aid and this training is updated at least every three years.

All first aid trained staff are listed in every room. When children are taken on an outing away from our school, we will always ensure they are accompanied by at least one member of staff who is trained in first aid. A first aid box is taken on all outings, along with any medication that needs to be administered in an emergency, including inhalers etc.

Food Safety and play

Children are supervised during meal times and food is adequately cut up to reduce the risk of choking. The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used:

- Playdough
- Cornflour
- Dried pasta, rice and pulses.

These are risk assessed and presented differently to the way it would be presented for eating e.g. on messy play trays.

Food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g. fruits and vegetables. Children will be fully supervised during these activities.

Food that could cause a choking hazard, including raw jelly, is not used.

Personal protective equipment (PPE)

The school provides staff with PPE according to the need of the task or activity. Staff must wear PPE to protect themselves and the children during tasks that involve contact with bodily fluids. PPE is also provided for domestic tasks. Staff are consulted when choosing PPE to ensure all allergies and individual needs are supported and this is evaluated on an ongoing basis.

Dealing with blood

We may not be aware that any child attending the school has a condition that may be transmitted via blood.

Any staff member dealing with blood must:

- Always take precautions when cleaning wounds as some conditions such as hepatitis or the HIV virus can be transmitted via blood.

- Wear disposable gloves and wipe up any blood spillage with disposable cloths, neat sterilising fluid or freshly diluted bleach (one part diluted with 10 parts water). Such solutions must be carefully disposed of immediately after use.

Needle punctures and sharps injury

We recognise that injuries from needles, broken glass and so on may result in blood-borne infections and that staff must take great care in the collection and disposal of this type of material. For the safety and well-being of the employees, any staff member dealing with needles, broken glass etc. must treat them as contaminated waste. If a needle is found the local authority must be contacted to deal with its disposal.

We treat our responsibilities and obligations in respect of health and safety as a priority and provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

This policy is updated at least annually and/or after a serious accident or incident.

This policy was adopted on	Signed on behalf of the school	Date for review
<i>23/02/2023</i>	<i>Louise de Chateauvieux and Eva Toth</i>	<i>22/02/2024</i>

64 Garfield Road
London SW11 5PN
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4. ADVERSE WEATHER

At l'Ecole du Parc, we have an adverse weather policy in place to ensure our school is prepared for all weather conditions that might affect the running of the school such as floods, snow and heat waves.

If any of these impact on the ability of the school to open or operate, we will contact parents via phone and email.

We will not take children outdoors where we judge that weather conditions make it unsafe to do so.

Flood

In the case of a flood, we will follow our critical incident procedure to enable all children and staff to be safe and continuity of care to be planned for.

Snow or other severe weather

If heavy snowfall, or another severe weather condition such as dense fog, is threatened during a school day then the manager will take the decision as to whether to close the school. This decision will take into account the safety of the children, their parents and the staff team. In the event of a planned closure during the school day, we will contact all parents to arrange for collection of their child.

In the event of staff shortages due to snow or other severe weather, we will contact all available off duty staff and/or agency staff and group the children differently until they are able to arrive. If we are unable to maintain statutory ratio requirements after all avenues are explored, we will contact Ofsted to inform them of this issue, recording all details in our incident file. If we feel the safety, health or welfare of the children is compromised then we will take the decision to close the school.

Heat wave

Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on hot days. Shaded areas are provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to. For further details please refer to our sun care policy.

This policy was adopted on	Signed on behalf of the school	Date for review
22/09/2022	Eva Toth and Louise de Chateauvieux	22/09/2023

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5. ALLERGIES AND NUT FREE SCHOOL

At l'Ecole du Parc, we are aware that children may have or develop an allergy resulting in an allergic reaction.

We aim to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

Our procedures

- All staff are made aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis
- We ask parents to share all information about allergic reactions and allergies on child's registration form and to inform staff of any allergies discovered after registration. It is mandatory for them to do so. The school shall not be accountable for any accidents which would result from a failure to share information on the parents' part.
- We share all information with all staff and keep an allergy register in each classroom, the kitchen and the office
- Where a child has a known allergy, the school manager will carry out a full Allergy Risk Assessment Procedure (Medical Plan) with the parents prior to the child starting the school and/or following notification of a known allergy and this assessment is shared with all staff. This may involve displaying photos of the children along with their known allergies in the kitchen/school rooms, where applicable
- All food prepared for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type
- The manager, caterer and parents work together to ensure a child with specific food allergies receives no food at school that may harm them. This may include designing an appropriate menu or substituting specific meals on the current menu
- Seating is monitored for children with allergies. The child will also be given a special plate (colour) and specific cutlery if needed. Where deemed appropriate, staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies with the children and the potential risks
- If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a paediatric first-aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident book and on the allergy register
- If an allergic reaction requires specialist treatment, e.g. an EpiPen, then at least two members of staff working directly with the child and the manager will receive specific medical training to be able to administer the treatment to each individual child.

Nut-free school

Nut exposure can be life threatening to individuals who have nut allergies. It requires immediate medical attention which our staff are trained on. In recognition of the severe consequences of nut exposure to our children with nut allergies, including one child with life-threatening food allergies, we are a nut-free school on both school sites and at all school events.

Tree nuts and peanuts are excluded from the school sites and events.

The support of all school families and staff can make this a simple policy and relieve the worry of a possible nut allergy contact. Our steps in this policy are simple and clear so it is easy for everyone and verifiable on our site.

- ✓ Elimination of any tree nut and peanut content in all foods brought into the school by the parents and staff.
- ✓ Elimination of any tree nut and peanut content in foods used in our cookery sessions
- ✓ Any food brought into school for birthday celebrations and festivals must clearly list the ingredients list or it will not be accepted on premises
- ✓ Inclusion of children and all school families in awareness and support of this policy
- ✓ Continued supervision of the school snack menu and shopping list to follow policy
- ✓ Daily check of the foods brought into school

Food Information Regulations 2014

We incorporate additional procedures in line with the Food Information Regulations 2014 (FIR) including displaying our weekly menus on the Parent Information Board.

In the event of a serious allergic reaction and a child needing transporting children to hospital, the school manager/staff member will:

- Call for an ambulance immediately if the allergic reaction is severe. Staff will not attempt to transport the sick child in their own vehicle
- Ensure someone contacts the parent(s) whilst waiting for the ambulance, and arrange to meet them at the hospital
- Arrange for the most appropriate member of staff to accompany the child, taking with them any relevant information such as registration forms, relevant medication sheets, medication and the child's comforter
- Redeploy staff if necessary to ensure there is adequate staff deployment to care for the remaining children. This may mean temporarily grouping the children together
- Inform a member of the management team immediately
- Remain calm at all times and continue to comfort and reassure the child experiencing an allergic reaction. Children who witness the incident may also be well affected by it and may need lots of cuddles and reassurance. Staff may also require additional support following the incident.

This policy is updated at least annually in consultation with staff and parents and/or after a serious incident.

This policy was adopted on	Signed on behalf of the school	Date for review
23/02/2023	Louise de Chateaufieux and Eva Toth	22/02/2024

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6. ANTI-BULLYING POLICY

This policy gives regard to the document: “Preventing and Tackling Bullying” (Department for Education, 2014)

We will carry on using the former documents “Safe to Learn” as general guidance.

This policy must be read in conjunction with our Behaviour Management Policy and our Complaints Policy. The Designated Person for bullying issues is Louise de Chateauxvieux / Sophie de Chateauxvieux and the deputy is Géraldine Gonzalez.

1. Definition

L'Ecole du Parc defines bullying as a behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally.

Examples of bullying include: name-calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; excluding people from groups; and spreading hurtful and untruthful rumours.

Common reasons why pupils are bullied: Bullying related to race, religion or culture; bullying related to special educational needs (SEN) or different abilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying; cyber bullying

Signs that might indicate bullying is occurring: change of friendship groups; lack of friends; 'illness' at certain times or on certain days; change in standard of work; withdrawal/sudden lack of confidence; symptoms of depression

Although the above list is most likely to apply to victims, changes in behaviour could indicate that someone has developed anti-social traits and may be involved in bullying.

2. Statement of commitment

- Bullying, whether physical, verbal, or psychological is to be deplored and will not be tolerated.
- Every staff member has the duty to remain vigilant and to work together to prevent bullying from happening.

- **The procedure to follow in case of witnessed or alleged bullying is reviewed and discussed with staff, and forms part of our wider Safeguarding strategy.**

3. The prevention of Bullying

Opportunities to promote anti-bullying messages through the curriculum

The most effective way of preventing bullying through the curriculum is to create an effective learning environment in which:

- The contribution of all children is valued;
- All pupils can feel safe and are able to contribute appropriately;
- Stereotypical views are challenged and children learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability;
- Children learn to take responsibility for their actions and behaviours both in school and in the wider community;
- All forms of bullying and harassment are challenged;
- Children are supported to develop their social and emotional skills. The curriculum includes all the planned learning activities, explicit and implicit, which a school promotes.

Use of other opportunities to raise awareness

- targeted small group where individual learning can be used for those who display bullying behaviour as well as those who experience bullying
- using events which can prompt further understanding of bullying, such as theatre groups, exhibitions, and stories.

Voice of parents

Involving parents in developing the anti-bullying policy and practice is an effective form of prevention.

Improving the school environment

L'Ecole du Parc takes particular care to create a safe environment, which can help to reduce incidents of bullying. For example:

- The physical design of the school building, including investigating "blind spots" where bullying could take place;
- Creating "quiet play" areas in playgrounds and classrooms, and
- Special attention on key times where bullying could be more prevalent (e.g. children in small groups in the playground or loos)

4. Procedure to follow in case of witnessed and alleged bullying- reporting obligation

All staff ensure that a child who has been bullied can and will report immediately any bullying incident.

If staff witness bullying, they are under the obligation to deal immediately with the incident and to report it as soon as possible to the principal teacher of the alleged perpetrator and alleged victim.

If a member of staff receives information about a bullying incident, he/she is required to report it as soon as possible to the principal teacher of the alleged perpetrator and alleged victim. The report must be made even in cases of suspected bullying.

In all cases, which may involve bullying, teachers must speak, separately, to the children concerned to ascertain what happened. The procedure to be followed is outlined below. In all cases, a record of the incident will be kept.

Below are steps, which must be followed in all cases.

1. Interviews/counseling of bully/victim by the principal teacher of the child. This will be done individually and, if appropriate, may involve both parties)
2. Informing Louise de Chateaufvieux / Sophie Christophe Canonne, who are the Designated Persons for bullying issues
3. Informing the parents of both the bully and the victim of the incident by telephone.
4. Regular follow-up to bullying incident: telephone to parents; daily monitoring regarding the understanding by the bully of the inappropriate behaviour and the assessment that the victim feels safe again. A report by the teacher that both parties no longer need sustained support. All involved must know that they can request assistance at any time.

5. Use of sanctions

While l'Ecole du Parc recognises it needs to assist a child who resorts to bullying, it also recognises it has a duty to protect the rest of its pupils.

Sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any special educational needs (SEN) or disabilities that pupils may have and taking into consideration the needs of vulnerable children.

Disciplinary penalties have three main purposes, namely to:

- impress on the perpetrator that what he/she has done is unacceptable;
- deter him/her from repeating that behaviour; and
- signal to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold pupils who bully to account for their behaviour and ensure that they face up to the harm they have caused and to learn from it. They also provide an opportunity for the pupil to put right the harm they have caused.

The sanctions should reflect the seriousness of the incident. To that respect, l'Ecole du Parc will not take emotional or psychological bullying less seriously than physical bullying; The sanction will be chosen in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated.

Exclusions will be used in exceptional cases

- Fixed Term Exclusion (decided by Louise de Chateaufvieux and Eva Toth)

Children against whom such action is taken are not normally re-admitted unless an undertaking is given concerning future conduct. Parents are required to be present at re-admission.

- Permanent Exclusion (decided by Eva Toth and Louise de Chateaufvieux) this is reserved for the most serious breaches of discipline. These will generally have resulted in serious harm (physical or other) to a pupil, a staff member or school property

When other strategies and sanctions do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved.

In both cases, parents can appeal the decision of exclusion using our Complaints Procedure form.

6. Staff Training

The anti-bullying policy forms part of the general staff induction program. The policy is reviewed and discussed at least annually at the beginning of the school year.

Where specific training needs have been identified for particular members of staff, through school self-evaluation and individual performance management reviews, the head teacher must ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs

Anti-bullying policies are most effective when the whole staff (including temporary staff and volunteers):

- understand the principles and purpose of the school anti-bullying policy;
- understand their legal responsibilities regarding bullying;
- are clear about their responsibility to resolve problems at the nearest level to the pupil;
- know what sanctions and behaviour management strategies are in place and where to seek support;
- have the requisite knowledge and skills for preventing bullying and repairing harm;
- understand the needs of vulnerable pupils, including disabled pupils, those with special educational needs (SEN) or those with caring responsibilities;
- know the procedures for referral;
- know the procedures in relation to safeguarding and liaison with multi-agency teams.

7. Bullying of school staff by parents or other member of staff

To be read in conjunction with our Employee Handbook (Disciplinary and Grievance procedures- 2014)

Staff members have an obligation to report alleged or witnessed bullying of a member of staff by a parent or another member of staff. The incident will be investigated through interviews, and recorded.

The same procedure and strategy as above will apply.

In the case of a bullying incident by a member of staff to another, a disciplinary procedure might be engaged against the bully, as “bullying” forms a ground for dismissal.

This policy was adopted on	Signed on behalf of the school	Date for review
19/04/2023	Louise de Chateaufvieux and Eva Toth	18/04/2024



7. POLICY FOR BEHAVIOUR MANAGEMENT

Key points

- **We work in partnership with parents to promote positive behaviour using positive language at all times (no labelling children, only actions)**
- **No negative strategies: we do not humiliate children, withhold food or use the naughty chair**
- **We recognise the key role of adults as role models**

Introduction

At L'Ecole du Parc we want every member of the community to feel valued and respected, and for each person to be treated fairly. We are a caring community, whose values are built on mutual trust and respect for each individual. Our behaviour policy is therefore designed to support the way in which everybody can live and work together in a supportive way. We believe that all children are entitled to be cared for in environments in which they feel safe, therefore we aim to promote an environment where everyone feels happy, valued and secure.

L'Ecole du Parc positively encourage children to respect themselves and others in a secure, challenging, stimulating and positive environment with clear boundaries and expectations. In our role as educators of young children, shaping behaviour in a positive manner is vitally important to ensure a strong sense of self-worth and help build self-confidence.

By promoting the development of social skills and by intervening and supporting children who are experiencing difficulty, we can prevent challenging behaviour from becoming a permanent pattern.

A positive behaviour will influence harassment, bullying and race relations and will promote equal opportunity and good relations.

At all times staff work closely with children and parents to promote positive relationships and support the development of social skills which will benefit the children throughout their lives.

1. Aims and values

Personal, Social and Emotional Development is a core element of the Early Years Foundation Stage (EYFS).

The EYFS states that *"children must be provided with support which will help them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn"*.

We are committed to working in partnership with parents and carers in supporting children's development in all areas, including behaviour and we take into account children's previous experiences, development stages and children's ages.

We recognise that there may be different expectations for children's behaviour at home and at nursery. We work with parents from different backgrounds and cultures and it is crucial to work with them because there are their child's first educator. We therefore work closely with parents/carers to explain the ways in which we promote positive behaviour and to explain the ways we can work together to promote the same message to children.

At L'Ecole du Parc, we aim to provide appropriate opportunities for all children to develop:

- **Respect and self-esteem:** to encourage all children to have respect from themselves, for other people (their feelings, beliefs and values) and for the nursery environment (this includes school property and property of others).
- **Understanding and compassion:** to help children to understand other people's views and experiences and to develop empathy for others. We help children to negotiate and solve problems with peers. Also, different children have different needs and it is important that the children understand this.
Responsibility: to enable children to have an increasing ability to make choices and take responsibility for their own actions. In particular we help children to develop an understanding of the consequences of their behaviour.
- **Fairness and equality:** to give children an understanding of how to be fair to all: how to share and give everyone an equal chance (within the context of everyone having different needs). All staff will demonstrate this behaviour in their actions also.
- **Kindness:** to promote acts of kindness to each other and to demonstrate ways of being gentle towards each other.
To support children's development, staff will promote these aims and values through being role models .
For this approach to succeed, it is essential to work in partnership with parents. that parents/cares will join with us in partnership.

2. Daily actions that we use to support our aims and values

- **We help children to keep themselves safe by:**
 - Making them aware of dangers around them
 - Asking them to listen to adults
 - Telling children the routines and expectations
 - Encouraging them to walk in the classrooms and corridors (no running)
 - Reminding them not to throw toys
 - Teaching them to wash their hands after using the loos, for snack and lunch
 - Teaching them to use tissues to blow or wipe their noses
- **We help children look after themselves by:**
 - Using praise and positive reinforcement: it is just as important to point out positive behaviour as it is to call out negative behaviour
 - Helping them to recognise their feelings and express themselves in an acceptable way
 - Encouraging to ask for help from peers as well as adults
 - Encouraging their attempts and identifying with a view to planning for their interests
 - Building their independence through self-help skills
 - Encouraging them to learn from each other
 - Creating and discussing rules with adults
- **We help children to care about others by:**
 - Using conflict resolution and keeping calm
 - Modelling appropriate behaviour
 - Encouraging them to share, to negotiate and to work with others
 - Teaching them to be helpful and supportive to others
 - Working on and reinforcing the understanding of feelings (e.g. in circle time)
 - Naming and making feelings clear including the consequences of their actions: reflecting back to children (it will help the child to learn from example)
 - Being aware of the power of language (not being confrontational or negative)
 - Boosting self esteem
 - Giving time to listen and help acknowledging their responses sensitively
 - Encouraging them to talk and not to shout (in order to control the noise level)
- **We help children to be polite by:**
 - Saying "Good morning" and where appropriate "Please" , "Thank you" and "Sorry" (depending on their age and emotional and language development)
 - Modelling behaviours we want them to copy
 - Encouraging children to wait their turn
 - Talking one at a time: listening to each other without interrupting when someone is already speaking

- Giving children clear messages and setting an example

- **We ask children to look after equipment by:**

- Teaching them about health and safety
- Teaching them how to use toys, equipment and tools
- Playing games (during circle time) and considering, *"how do we look after this?"*
- Tidying up classroom and outdoor area
- Reminding them to tell us about breakage
- Looking after the equipment ourselves and therefore modelling

At l'Ecole du Parc, we believe that these strategies should help increase the understanding of rules within the setting and encourage positive behaviour.

As roles models, we ask all our members of staff to display the following behaviours:

Consistent

Adults are clear, consistent and uniform in their approach and interventions techniques.

They give continuous feedback to children both supportive and corrective and should always intervene as a calm adult to stop children hurting each other or behaving in a unsafe way.

Role model

Adults demonstrate what they expect from the children by setting good example in their own behaviour.

The adult is responsible to create an environment that fosters positive behaviour from children. This means we show children the same respect and politeness as we show adults e.g. no sitting on tables, asking them with "please" and saying "thank you", addressing disagreements with the other adults (staff or parents) politely and maturely, etc.

Praise children

They point out the positive behaviour by praising children and can use various encouragement methods.

Clear

They make sure that rules are understandable by everyone and age appropriate.

School rules are displayed in every classroom and are illustrated by pictures/photographs.

Involve children

Rules are discussed regularly with children. It is important for children to understand them and to think they are fair.

Staff recognises that many children can be active problems solvers with their help and could help to develop workable ground rules.

Involve parents

Staff communicate expectations and concerns with parents and listen to parents' comments and input.

L'Ecole du Parc recognise that a behaviour policy will work when the expectations for everyone's behaviour are realistic and when the responsible adults follow their own principles and ground rules. We recognise that parents are their children's first educators and, as such, we aim to agree principles that can be applied both at home and at school.

3. Challenging behaviours and strategies

Children display a range of behaviours, most of which are to be expected for their age and in particular when they are new to nursery.

Staff expect to deal with behaviour, such as inappropriate shouting out, having a "tantrum", hitting friends, not sharing toys, walking away at tidy-up time, etc.

The way we respond to behaviour and the strategies we use should always be age appropriate: We will have different expectations from 2 year-olds compared to 4-year olds.

The named person for promoting and supporting behaviour are the Louise de Chateaufvieux for Garfield Road and Sophie Christophe Canonne for Stormont Road. It is their role to:

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- Advise and support other staff on any behaviour concerns
- Keep up to date with legislation and research relating to promoting positive behaviour
- Support changes to policies and procedures in the school
- Access relevant sources of expertise where required and act as a central information source for all involved
- Attend regular external training events, and ensure all staff attend relevant in-house or external training for behaviour management. Keep a record of staff attendance at this training.

a. Initial Intervention

Initial intervention will be low-key and may include one of the following:

- Using a positive statement: *"If you want to throw something, you could go outside to throw a ball"*
- Explaining any concerns: *"If you run in the classroom you may fall over"*
- Verbalising what has happened and asking the children if there was another way that they could have acted
- Having a group discussion or circle time about "acceptable"/"unacceptable"
- Explaining to the children the approaches we will take when children are breaking the rules or putting themselves or others at risk (explaining consequences and/or sanctions)
- Ignoring: by not giving attention to minor, harmless, attention-seeking behaviour, these behaviours are likely to die out. It is equally important to praise appropriate behaviour
- Reminding to the child of what they need to stop doing or prepare for: this can help the child to adjust to a change and to negotiate and solve problems
- Sitting with the child in a quiet area and talking to him/her in a 1 to 1 situation
- Giving affection: if a child's behaviour is motivated by fear, anxiety or uncertainty, an injection of affection (verbal or physical) can help head off inappropriate behaviour
- Redirecting the child: trying to refocus the child away from what they are doing now, on to something else as a way of avoiding trouble
- Backing away: This is not the same as backing down. It is giving the child time to calm down before discussing the situation with them. Staying and continuing to challenge someone who is already angry is likely to make the situation worse. Alternatively, allowing the child to back away through offering them verbal or physical way out.
- Highlighting good examples in peer group
- Using stickers, stars or red light to encourage positive behaviour

b. Serious or recurring misbehaviour

i. *Management in class*

Teachers will deal with more serious or recurring misbehaviour by:

- Labelling the behaviour not the child: *"I don't like it when..."* or *"It's fine when..."*. This is a very important point. Labelling a child has significant consequences e.g. the biter, the lazy one, etc.
- Explain the consequences of their actions: *"When you throw sand it hurts other children.."*
- Giving a directive statement (direct appeal): giving a clear instruction to the child to stop certain behaviours or start something else (without increasing tone of voice)
- Asking children to move away to another or quieter area to calm down

ii. *Communication with parents:*

When a serious incident happens at school (biting, strong pushing, scratching, hitting), the class teacher will discuss with the office and mention it to the parents at the end of the day (in person or over the phone if parents are not present at pick-up). If it occurs more than twice within a month, the school will take further action which may include:

- Meeting with the parents
- Use of an "incident at school" form
- Observations & tracking of incidents

If deemed appropriate, teachers will also work with the school's Special Educational Needs Coordinator (SENCO) by:

- Filling out the *ABC approach* observation¹ form and informing the parents/carers. Organising a meeting with parents/carers will help to gather information and to understand what could trigger a specific behaviour. Supporting the child may involve setting up an Individual Education Plan (IEP) with specific targets related to behaviour (see Special Needs Policy).
- Sharing the plan with parents. Key actions will be agreed both within the setting and at home. We will also either seek or recommend input from the following, depending on each individual situation:
 - Local Authority Early Years Advisor
 - Local Authority Educational Psychologist
 - CAHMS or Clinical Psychologist
 - Speech Therapist

This could result in a change of attendance (moving to part-time) at the school's request.

As a last resort, the school reserves the right to exclude the child temporarily or permanently.

4. Strategies we do not use within the setting:

- **Physical punishment** or the threat of them are not used to manage a child's behaviour. Staff do not use any form of physical intervention unless it is necessary to prevent personal injury to the child, other children, an adult or serious damage to property (in accordance with guidance "use of force to control or restrain a child", April 2010). Where physical intervention is used to manage a child's behaviour this must be recorded and parents/carers should be informed on the same day.
- We do not use **verbal humiliation or insults**, because such strategies undermine children's self-esteem.. They do not teach them to behave differently and sets a negative example to all children
- We do not **humiliate, segregate**, withhold food or use "naughty chair" in managing children's behaviour, as this is detrimental to their self-esteem.
- We do not **label the children**: adults who are genuinely concerned to support a child's behaviour will keep a child's behaviour separate from the child as a person and resist any temptation to label them, for example, as "aggressive" or "mean"
- **"Time out"** is only used if the adult uses this method to talk to the child about their behaviour. It is not a helpful method to encourage positive behaviour. Moreover, it should not be used solely to isolate a child.

This policy was adopted on	Signed on behalf of the nursery	Date for review
13/07/2022	Louise de Chateaufieux and Eva Toth	13/07/2023

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

8. BITING POLICY

Promoting positive behaviour

Statement

At l'Ecole du Parc, we follow a positive behaviour policy at all times. We understand that children may use certain behaviours, such as biting, to communicate their feelings and needs. Biting is a common type of behaviour that some children use to help them make sense of the world around them, and to manage interactions with others. However, it is often perceived as a concern, both by the parents of the child who has caused the bite and of the child who has been bitten.

Biting can be triggered by a range of reasons such as:

- Not having the words to communicate their anger, frustration or tiredness
- Sensory needs: young children explore the world around them using their senses and do not always know the difference between chewing on a toy and biting someone
- Independence – young children are trying very hard to be independent using phrases such as “me do it” and “mine”. If a child wants a toy, or wants another child to do something, this could lead to a biting incident.
- Sometimes biting can be due to a Special Educational Need and/or Disability

Every child is treated as an individual and we work with families to support all children's individual needs. With this in mind, it will be necessary to implement different strategies depending on the needs of the child carrying out the biting.

Strategies to prevent biting incidents

As part of our wider behaviour management approach, we use many strategies to reinforce positive behaviour. (Please see our Behaviour Management policy).

L'Ecole du Parc uses the following strategies to help prevent biting:

- Activities and stories that help support children to recognise emotions and feelings and empathise with characters and events. The children are encouraged to recognise and express a wide range of emotions and work on taking responsibility for their actions.
- Enabling environment : the environment offers plenty of stimulating opportunities for sensory play, both planned and in free access (sensory toys baskets, malleable and soft toys,...), indoors and outdoors activities which offers plenty of opportunities for physical development, a clear routine and expectations, and a quiet area in each classroom.
- Additional resources for children who have oral stimulation needs, such as, biting rings. Vigilant staff that know the children well and are able to identify where children need more stimulation or quiet times.
- Adequate resources are provided and, where possible, more than one resource or toy is sought to minimise conflicts.
- Individual, one-to- one and small group times so that each child received positive attention

- The teaching team is given enough time for observations and have a strong knowledge of the tools available to identify the triggers and to implement strategies to remove the unwanted behaviour (ABC approach).
- Quiet/cosy areas for children who are feeling overwhelmed to go to

By promoting the development of social skills and by intervening and supporting children who are experiencing difficulty, we can prevent isolated challenging behaviour from becoming a permanent pattern.

Procedure in the event of a biting incident:

Biting is painful and frightening for the child who has been bitten. It is also frightening for the child who has bitten. At l'Ecole du Parc, we aim to act quickly and efficiently when dealing with any case of biting.

1/ Management of the incident by the teaching team

The adult will comfort the bitten child and reassure them that they did not do anything wrong. The staff member will explain to the child what happened and support them with their feelings and emotions.

The child who has bitten will also receive support in an effort to deal with the child's emotions, to help resolve issues and to promote understanding. Wherever possible, the consequence of this behaviour should be explained in a way which is appropriate to the child's age and stage of development ("X is crying and is sad because it hurts"). The child will only be asked to say sorry if their social skills are developed enough. Suitable alternatives could be in the form of giving the child who has been bitten a favourite book or "doudou".

We do not use time-outs.

Staff may need to use physical intervention to pre-empt an imminent incident of biting. This is usually in the form of removing a child swiftly but gently from the biting situation.

2/ First aid

If the skin is not broken, the member of staff will apply an ice pack and parents of both children will be informed at the end of the day or sooner depending on the injury.

If the skin is broken and if the wound is bleeding, a first aider will follow our first aid policy and apply pressure on the wound. The wound will then be cleaned with warm soapy water and covered. A member of the office will contact the parent/carer of the child immediately. This phone call should be sensitive and give reassurance to the parent/carer and offer an explanation of the procedure which has been followed.

In both cases, the staff member who witnessed the incident will complete an accident report for the child who has been bitten.

3/ Communication to parents

Parents will be reassured that biting is common and part of children development. In particular, the parents of the child who bit will be reassured that it is part of a child's development and not made to feel that it is their fault.

Communication must be handled in a sensitive and confidential manner and not discussed openly in front of other parents/carers and children. Parents/carers may ask the name of the child who has bitten / who was bitten. Our procedure is that we do not disclose this information. We provide reassurance to the parents that all parents have been informed and that the incident is being dealt with.

In case of recurring incidents, the parents of the child who has bitten will be invited to a meeting where the member of staff will share their observations (ABC approach). Working in partnership with parents/carers is a key factor of any successful strategy. Staff should involve parents/carers every step of the way and explain that action plans should be implemented in the home as well as in school.

This policy was adopted on	Signed on behalf of the nursery	Date for review
29/09/2022	<i>Louise de Chateauvieux and Eva Toth</i>	30/09/2023

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

9. COMPLAINTS AND COMPLIMENTS

At l'Ecole du Parc, we strive to provide the highest quality of care and education for our children and families and believe that all parents should be treated with care, courtesy and respect.

We hope that at all times parents are happy and satisfied with the quality and service provided and we encourage parents to voice their appreciation to the staff concerned and/or management. We record all compliments and share these with staff.

We welcome any suggestions from parents on how we can improve our services and provision, and will give prompt and serious attention to any concerns that parents may have. Any concerns will be dealt with professionally and promptly to ensure that any issues arising from them are handled effectively and to ensure the welfare of all children, enable ongoing cooperative partnership with parents and to continually improve the quality of the school.

We have a formal procedure for dealing with complaints where we are not able to resolve a concern. Where any concern or complaint relates to child protection, we follow our Safeguarding/Child Protection Policy.

Internal complaints procedure

Stage 1

If any parent should have cause for concern or any queries regarding the care or early learning provided by the school, they should in the first instance take it up with the child's key person or teacher. If this is not resolved, we ask them to discuss this verbally with the manager.

Stage 2

If the issue still remains unresolved or parents feel they have received an unsatisfactory outcome, then they must present their concerns in writing as a formal complaint to the school manager. The manager will then investigate the complaint in relation to the fulfilment of the EYFS requirements and report back to the parent within five working days. The manager will document the complaint fully, the actions taken and the outcome in relation to it in the complaints log book.

(Most complaints are usually resolved informally at stage 1 or 2.)

Stage 3

If the matter is still not resolved, the school will hold a formal meeting between the manager, parent and a senior staff member to ensure that it is dealt with comprehensively. The school will make a record of the meeting and document any actions. All parties present at the meeting will review the accuracy of the record, and be asked to sign to agree it and receive a copy. This will signify the conclusion of the procedure.

Stage 4

If the matter cannot be resolved to their satisfaction, then parents have the right to raise the matter with Ofsted. Parents are made aware that they can contact Ofsted at any time they have a concern, including at all stages of the complaints procedure, and are given information on how to contact Ofsted. Ofsted is the registering authority for nurseries in England and investigates all complaints that suggest a provider may not be meeting the requirements of the school's registration. It risk assesses all complaints made and may visit the school to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the school. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, outcomes of any investigations and any information given to the complainant including a dated response.

Parents will be able to access this record if they wish; however, all personal details relating to any complaint will be stored confidentially and will be only accessible by the parties involved. Ofsted inspectors will have access to this record at any time during visits to ensure actions have been met appropriately.

The record of complaints is made available to Ofsted on request.

We will follow this procedure for any other compliments and complaints received from visitors to the provider, where applicable.

Contact details for Ofsted:

Email: enquiries@ofsted.gov.uk

Telephone: **0300 123 1231**

By post:
Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

Parents will also be informed if the school becomes aware that they are going to be inspected and after inspection the school will provide a copy of the report to parents and/or carers of children attending on a regular basis.

This policy was adopted on	Signed on behalf of the school	Date for review
02/05/2023	<i>Louise de Chateaueux and Eva Toth</i>	01/05/2024

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London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



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10. CONFLICT RESOLUTION WITH PARENTS AND AGGRESSIVE BEHAVIOUR

At l'Ecole du Parc we believe that we have a strong partnership with our parents and an open door policy to discuss any matters arising.

As a parent, if you have any concerns or issues you wish to raise with the school, then please follow the complaints procedure.

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

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

Calls of an aggressive/abusive manner

The call taker receiving a call leading to abusive/aggressive will remain calm and professional and ask them to follow the complaints policy. If the abuse continues, the call taker will end the call. Any abusive calls will be logged with an outline of the conversation.

Emails of an aggressive/abusive manner

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

Social Media

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

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

- Direct the person away from the children and into a private area, such as the office
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Remain calm and professional in order to calm the aggressive person, making it clear that we do not tolerate aggressive or abusive language or behaviour
- If the aggressive behaviour continues or escalates we will contact the police in order to ensure the safety of our staff team, children and families

- If the person calms down and stops the aggressive behaviour a member of staff will listen to their concerns and try to resolve the issue
- Following an aggressive confrontation an incident form will be completed detailing the time, reason and any action taken
- Any aggressive behaviour from a parent could result in the withdrawal of a place for the children. Parents will be informed, by the management team, in writing within 3 days of any incident that involved aggressive or threatening behaviour to their staff
- Management will provide support and reassurance to any staff member involved in such an incident
- Management will signpost parents to organisations/professionals that can offer support if applicable.

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

This policy was adopted on	Signed on behalf of the school	Date for review
<i>02/05/2023</i>	<i>Louise de Chateauvieux and Eva Toth</i>	<i>01/05/2024</i>

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11. CRITICAL INCIDENT

At l'Ecole du Parc, we understand we need to plan for all eventualities to ensure the health, safety and welfare of all the children we care for. With this in mind, we have a critical incident policy in place to ensure our school is able to operate effectively in the case of a critical incident. These include:

- Flood
- Fire
- Burglary
- Abduction or threatened abduction of a child
- Bomb threat/terrorism attack
- National outbreaks of infection/health pandemics
- Any other incident that may affect the care of the children in the school.

If any of these incidents impact on the ability of the school to operate, we will contact parents via phone and email at the earliest opportunity, e.g. before the start of the school day.

Flood

There is always a danger of flooding from adverse weather conditions or through the water/central heating systems. We cannot anticipate adverse weather; however, we can ensure that we take care of all our water and heating systems through regular maintenance and checks to reduce the option of flooding in this way. Our central heating systems are checked and serviced annually by a registered gas engineer and they conform to all appropriate guidelines and legislation.

If flooding occurs during a day where school is open, the manager will make a decision based on the severity and location of this flooding, and it may be deemed necessary to follow the same procedure as the fire evacuation procedure. In this instance children will be kept safe and parents will be notified in the same way as the fire procedure (see Fire Safety Policy).

Should the school be assessed as unsafe through flooding, fire or any other incident, we will follow our operational plan and provide care in another location if possible, or options for childcare facilities in the local area.

Fire

Please refer to the fire safety policy.

Burglary

The management of the school follow a lock up procedure which ensures all doors and windows are closed and locked before vacating the premises. Alarm systems are used and in operation during all hours the school is closed.

The manager or most senior member of staff on site will always check the premises as they arrive in the morning. Should they discover that the school has been broken into they will follow the procedure below:

- In an emergency dial 999 or non-emergency dial 101 with as many details as possible, i.e. name and location, details of what you have found and emphasise this is a school and children will be arriving soon
- Contain the area to ensure no-one enters until the police arrive.
- Where it is safe to do so, the staff will direct parents and children to a separate area as they arrive. If all areas have been disturbed staff will follow police advice. This may include temporary short term closure and/or following the relocation procedure under the flood section wherever necessary to ensure the safety of the children
- The manager on duty will help the police with enquiries, e.g. by identifying items missing, areas of entry etc.
- A manager will be available at all times during this time to speak to parents, reassure children and direct enquires
- Management will assess the situation following a theft and ensure parents are kept up to date with developments relating to the operation of the school
- Arrangements will be made to ensure the school is made safe and secure again.

Abduction or threatened abduction of a child

We have secure safety procedures in place to ensure children are safe while in our care, including taking reasonable steps to ensure that children do not leave the premises unsupervised and to prevent unauthorised persons entering the premises and at risk of abduction. Staff are vigilant at all times and report any persons lingering at or around the school property immediately. All doors and gates to the school are locked and cannot be accessed unless staff members allow individuals in. Parents are reminded on a regular basis not to allow anyone into the building, whether they are known to them or not. Visitors and general security are covered in more detail in the supervision of visitor's policy.

Children will only be released into the care of a designated adult; see the arrivals and departures policy for more details. Parents are requested to inform the school of any potential custody proceedings or family concerns as soon as they arise so the school is able to support the child. The school will not take sides in relation to any custody arrangements and will remain neutral for the child. If an absent parent arrives to collect their child, the school will not restrict access unless a court order is in place. Parents are requested to issue the school with a copy of these documents should they be in place. We will consult our solicitors with regards to any concerns over custody and relay any information back to the parties involved.

If a member of staff witnesses an actual or potential abduction from school we have the following procedures which are followed immediately:

- The staff member will notify management immediately and the manager will take control, dialling 999 and requesting the police, instructions from the emergency response team will be followed
- The parent(s) will be contacted as soon as possible
- All other children will be kept safe and secure, reassured and calmed where necessary
- The police will be given as many details as possible including details of the child, description of the abductor, car registration number if used, time and direction of travel if seen and any family situations that may have impacted on this abduction.

- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was abducted, time identified, notification to police and findings
- In the unlikely event that the child is not found, the school will follow the local authority and police procedure
- Ofsted will be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

Bomb threat/terrorism attack

If a bomb threat is received at the school, the person taking the call will record all details given over the phone as soon as possible and raise the alarm/contact emergency services as soon as the phone call has ended. The management will follow the fire evacuation procedure and guidance from the emergency services to ensure the safety of all on the premises. The person who took the call will provide as much detail to the emergency services as possible. Ofsted will be notified. With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.

Any other significant incidents

All incidents will be managed by the manager on duty and all staff will co-operate with any emergency services on the scene, where applicable. The fire evacuation procedure will be followed for any other incident that requires an emergency evacuation. Other incidents e.g. no water supply, will be dealt with on an individual basis taking into account the effect on the safety, health and welfare of the children and staff in the school.

If there is an incident outside of the school building and it is safer to stay inside the building will put into place the lockdown procedure. Emergency advice would be taken.

National outbreaks of infection/Health Pandemics

In the event of a national outbreak of a health pandemic, we will follow Government health advice and guidance, legal advice and advice from our insurance provider.

The setting will remain open as long as we have sufficient staff to care for the children. Depending on the nature of the pandemic we will follow all advice and implement measures to ensure that risks to vulnerable children and staff are minimised. This may include excluding infected children/staff/parents or family members from the setting for a set period of time, to prevent the spread of infection. This decision will be done in consultation with parents, staff, legal advice and our insurance provider. Each case will be reviewed on an individual basis.

The school manager will notify Ofsted in the event of a critical incident.

This policy was adopted on	Signed on behalf of the school	Date for review
19/04/2023	Eva Toth and Louise de Chateaufieux	18/04/2024

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

office@ecoleduparc.co.uk

12. DATA PROTECTION AND CONFIDENTIALITY, including RECORD RETENTION POLICY

At l'Ecole du Parc, we recognise that we hold sensitive/confidential information about children and their families and the staff we employ. This information is used to meet children's needs, for registers, invoices and emergency contacts. We store all records in a locked cabinet or on the office computer with files that are password protected in line with data protection principles. Any information shared with the staff team is done on a 'need to know' basis and treated in confidence. This policy works alongside the Privacy Notice to ensure compliance under General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) and Data Protection Act 2018.

Legal requirements

- We follow the legal requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 and accompanying regulations about the information we must hold about registered children and their families and the staff working at the nursery
- We follow the requirements of the General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR), Data Protection Act 2018 and the Freedom of Information Act 2000 with regard to the storage of data and access to it.

Procedures

It is our intention to respect the privacy of children and their families and we do so by:

- Storing confidential records in a locked filing cabinet or on the office computer with files that are password protected
- Ensuring staff, student and volunteer inductions include an awareness of the importance of the need to protect the privacy of the children in their care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. This includes ensuring that information about the child and family is not shared outside of the nursery other than with relevant professionals who need to know that information. It is not shared with friends and family, discussions on the bus or at the local bar. If staff breach any confidentiality provisions, this may result in disciplinary action and, in serious cases, dismissal. Students on placement in the nursery are advised of our confidentiality policy and required to respect it
- Ensuring that all staff, volunteers and students are aware that information about children and families is confidential and only for use within the nursery and to support the child's best interests with parental permission
- Ensuring that parents have access to files and records of their own children but not to those of any other child, other than where relevant professionals such as the police or local authority children's social care team decide this is not in the child's best interest
- Ensuring all staff are aware that this information is confidential and only for use within the nursery setting. If any of this information is requested for whatever reason, the parent's permission will always be sought other than in the safeguarding circumstances above
- Ensuring staff do not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs

- Ensuring staff, students and volunteers are aware of and follow our social networking policy in relation to confidentiality
- Ensuring issues concerning the employment of staff remain confidential to the people directly involved with making personnel decisions
- Ensuring any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a 'need-to-know' basis. If, however, a child is considered at risk, our safeguarding/child protection policy will override confidentiality.

All the undertakings above are subject to the paramount commitment of the nursery, which is to the safety and well-being of the child.

General Data Protection Regulation (Regulation (EU) 2016/679 (GDPR) compliance

In order to meet our requirements under GDPR we will also undertake the following:

1. We will ensure our terms & conditions, privacy and consent notices are easily accessed/made available in accurate and easy to understand language
2. We will use your data to ensure the safe, operational and regulatory requirements of running our Nursery, these include medical records. We will only contact you in relation to the safe, operational and regulatory requirements of running our Nursery, these include any even related to your child or late collection. We will not share or use your data for other purposes. Further detail can be found in our GDPR policy, Privacy notice and data protection policy, communicated at the start of the year in the welcome pack.
3. Everyone in our nursery understands that people have the right to access their records or have their records amended or deleted (subject to other laws and regulations).
4. We will ensure staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
 - Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data.'
 - Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Staff and volunteer information

- All information and records relating to staff/volunteers will be kept confidentially in a locked cabinet
- Individual staff may request to see their own personal file at any time.

Record retention

- This policy is subject to the laws relating to data protection and document retention.
- We are required under legislation to keep certain records about children, parents and also staff members. Due to this legislation we are required to keep this information for a set amount of time.
- Below is a brief overview of the information we keep and for how long. This policy should be used in conjunction with the Access and Storage of Information policy, the Data Protection and Confidentiality policy and the Privacy Notice.

- Children's records - A reasonable period of time after children have left the provision. We will follow the Local Authority procedure.
- Records relating to individual children e.g. care plans, speech and language referral forms – We will pass these on to the child's next school or setting following our Local Authority's protocols for transition and sharing of sensitive records.
- Copies will be kept for a reasonable period. We will follow the Local Authority procedure.
- Accidents and pre-existing injuries - If relevant to child protection we will keep these until the child reaches 25 years old.
- Safeguarding Records and Cause for Concern forms – We will keep until the child has reached 25 years old.
- Records of any reportable death, injury, disease or dangerous occurrence (for children) - As these incidents could result in potential negligence claims, or evolve into a more serious health condition, we keep records until the child reaches the age of 21 years and 3 months.
- Records of any reportable death, injury, disease or dangerous occurrence (for staff) – 3 years
- Type of accidents include fractures, broken limbs, serious head injuries or where the child is hospitalised.
- Observation, planning and assessment records of children - We keep our planning filed since the last inspection date so there is a paperwork trail if the inspector needs to see it.
- Information and assessments about individual children is either given to parents when the child leaves or to the next setting/school that the child moves to (with parents' permission).
- Personnel files and training records (including disciplinary records and working time records) – 7 years
- Visitors/signing in book – Up to 24 years as part of the child protection trail.
- This policy will be reviewed annually and amended according to any change in law/legislation.

This policy was adopted on	Signed on behalf of the nursery	Date for review
01/03/2023	Eva Toth and Louise de Chateaufvieux	01/03/2024

64 Garfield Road
London SW11 5PN
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garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
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stormont@ecoleduparc.co.uk

13. Domestic Abuse, Honour Based Abuse and Forced Marriage policy

This policy should be read alongside our:

- Safeguarding Children/Child Protection Policy
- Data Protection and Confidentiality
- GDPR Privacy Notice.

The cross-government definition of domestic violence and abuse is:

‘any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional’.

Domestic abuse can happen to anyone regardless of gender, age, social background, religion, sexuality or ethnicity, and domestic abuse can happen at any stage in a relationship.

We aim to develop staff knowledge of recognising the signs and symptoms of domestic abuse. These signs may include:

- Changes in behaviour: for example, becoming very quiet, anxious, frightened, tearful, aggressive, distracted, depressed etc.
- Visible bruising or single, or repeated, injury with unlikely explanations
- Change in the manner of dress: for example, clothes that do not suit the climate which may be used to hide injuries
- Partner or ex-partner stalking employee/parent in or around the workplace; this may include excessive phone calls or messages
- Partner or ex-partner exerting an unusual amount of control or demands over work schedule
- Frequent lateness or absence from work.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

Signs that children may have witnessed domestic abuse include:

- Anxiety
- Regressive behaviours
- Constant or regular sickness, such as colds or headaches
- Difficulties with concentration
- Emotional and behavioural difficulties
- Withdrawal
- Low self-esteem

We will raise awareness of domestic abuse within our setting by:

- Ensuring all staff can identify the signs and symptoms of domestic abuse and know how to report concerns
- Sharing information with external organisations that can offer support with incidents of domestic abuse. The information will be displayed in visible spaces within the setting
- Providing all stakeholders with the telephone number for the free 24-hour National Domestic Abuse Helpline (0808 2000 247) and for Childline 0800 1111
- Sharing our domestic abuse policy and Child Protection and Safeguarding policies with all stakeholders.

If we are concerned that domestic abuse is happening within a home and a child is at risk, we will follow our safeguarding policies' reporting procedures (see Safeguarding Children/Child Protection policy).

Where incidents of domestic abuse are shared by an employee or parent/carers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information, without permission, in cases of child protection or where we believe there is an immediate risk of serious harm to the person involved.

Honour-based abuse

Honour-based abuse (HBA) can be described as 'a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour'; such as being held against their will, sexual or psychological abuse, threats of violence, assault or forced marriage.

Such abuse can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no honour or justification for abusing the human rights of others.

We aim to develop staff knowledge of recognising the signs and symptoms of HBA. These signs may include:

- Changes in how they dress or act, they may stop wearing 'western' clothing or make-up
- Visible injuries, or repeated injury, with unlikely explanations.
- Signs of depression, anxiety or self-harm
- Frequent absences
- Restrictions on friends or attending events.

We will raise awareness of domestic abuse within our setting by:

- Sharing information with external organisations that can offer support with incidents of HBA. The information will be displayed in visible spaces within the setting
- Sharing our HBA, child protection and safeguarding policies with all stakeholders.

Where incidents of HBA are shared by an employee or parent/carers, we will respect confidentiality at all times and not share information without their permission. However, we will share this information without permission in cases of child protection, or where we believe there is an immediate risk of serious harm to the person involved.

Forced Marriage

A forced marriage is defined as ‘a marriage in which one, or both spouses, do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In the cases of some vulnerable adults who lack the capacity to consent, coercion is not required for a marriage to be forced’.

If we suspect or receive information about a forced marriage being planned, then we will follow our safeguarding reporting procedures. If the person concerned is under the age of 18 years then we will report the incident to the children’s social care team.

If we believe a person is in imminent danger of being forced into a marriage, we may contact the Police and the Governments Forced Marriage Unit (FMU) on 020 7008 0151.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>31/01/2023</i>	<i>Louise de Chateaufieux and Eva Toth</i>	<i>30/01/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

14. ENVIRONMENTAL SUSTAINABILITY

At l'Ecole du Parc, we wish to support children to learn about sustainable practices and foster, respect and care for the living and non-living environment.

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

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

- helping children to explore nature through art and play
- supporting children to experience the natural environment through natural materials like wood, stone, sand and recycled materials
- supporting the environment by learning how to grow and nurture plants in the school garden and discovering all about the food cycle
- helping children to learn about water conservation, energy efficiency and waste reduction through play based activities and adult interactions
- going on nature walks and learning about plants they see in the local area
- encouraging parents and children to walk to school once a week / month to raise the awareness of caring for the planet
- developing a recycling area and encouraging children to share recycling ethos into the home environment.

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

- recycling materials for art and creative activities and encouraging parents to bring in their recycling materials for the same use
- considering our carbon footprint when purchasing materials
- shopping local where possible
- turning off equipment and lights when not in use
- using energy saving light bulbs
- not leaving any equipment on standby
- using energy saving wash cycles on the washing machine
- composting food waste
- incorporating water-wise strategies such as ensuring taps are turned off and leaks fixed

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

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

In order to encourage children not to waste food or to play with food at mealtimes, we discourage the use of food as a play material; instead we encourage activities which involve preparing and tasting different types of food. We also have a food recycling process in place whereby children are encouraged to dispose of any leftovers in a specific bin.

This policy is reviewed annually and is carefully considered in the best interests of the children, school and the environment.

This policy was adopted on	Signed on behalf of the school	Date for review
<i>23/10/2022</i>	<i>Louise de Chateaufieux and Eva Toth</i>	<i>22/10/2023</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

15. EQUIPMENT AND RESOURCES

At l'Ecole du Parc, we organise the premises and equipment to meet the needs of all the children. We provide a wide range of high quality equipment and resources to support the delivery of our Early Years curriculum. We take reasonable steps to ensure the safety of children and ensure they are not exposed to risks.

To ensure this occurs within the school, including in our outdoor areas, we provide:

- Play equipment and resources which are safe and, where applicable, conform to the European Standards for Playground Equipment: EN 1176 and EN 1177, BS EN safety standards or Toys (Safety) Regulation (1995)
- A sufficient quantity of equipment and resources for the number of children registered in the school
- High quality resources to meet children's individual needs and interests and promote all areas of children's learning and development
- Involve the children in decision making about new resources and equipment, where possible
- A wide range of books, equipment and resources which promote positive images of people of all races, cultures, ages, gender and abilities, are non-discriminatory and do not stereotype
- Play equipment and resources which promote continuity and progression, provide sufficient challenges
- Sufficient storage so resources and equipment can be displayed for children to independently choose and/or stored away safely and then rotated
- Appropriate risk assessments and checks on all resources and equipment before first use to identify any potential risks and again regularly at the beginning and end of every session.
- An evaluation of the effectiveness of the resources including the children's opinions and interests
- Role models and discussions to ensure that all children respect the equipment and resources and encourage them to put them back where they belong after use. We will often use silhouettes or pictures to support the children to do this.

Organisation of space in the classroom - corners

The classroom must offer various sensory and motor learning opportunities. Permanent spaces (continuous provision) are maintained and renewed, and multipurpose spaces are set up depending on the topic. These spaces are particularly important for the morning free playtime.

Continuous provision:

- Library corner
- Mark-making corner with paper, pencils, stamps, stickers...
- Sensory corner: sand, decanting...
- Discovery corner with alternating maths, science, biology...
- Circle time corner

Alternating corners:

- Dress-up
- Music instruments
- Sensory box
- Imagination corner, relating to the topic

Displays

Displays will be put up and updated regularly to allow children to and parents to see the children's productions. For this reason, some displays will be put at child's height.

All birthdays are displayed with the child's picture against the date.

Each class will have one to two displays outside the classroom at any time, and these will be renewed at least once per term.

Regular checks

- It is everyone's responsibility to maintain a safe environment for the children
- One team member per class starts and ends the day with a visual check and records, if necessary, any hazard and how the risk has been mitigated or eliminated.
- A daily classroom risk assessment must be carried out by a class member and recorded in writing
- Additional risk assessments are required for higher risk activities: cooking, outings, etc.
- The last person to leave the classroom must check that all doors (especially leading to the playground) have been shut and that all electrical appliances are switched off.

Maintenance of the classroom

- Teachers and Assistants are in charge of health and safety within their classroom. They will therefore inform the management of any problem with their classroom that may affect health and safety (e.g. faulty lamps or other equipment) as well as any other aspect regarding the school's cleanliness.
- Teachers and Assistants are also responsible for the equipment and books within their classroom. They need to ensure that these remain in good condition and that children take care of them.
- The school purchases equipment which is made available to the teaching team for each classroom. Some employees may wish to bring some resources of their own, such as books or music. These resources need to be listed in a form called "Ressources personnelles à l'école". The resources remain theirs, of course, unless the employee has agreed with the management for the school to buy back the resources.
- During the school year, the teaching team produces material, displays etc. for their classroom. These materials remain the property of the school.

Ordering resources

Resources are ordered independently by the teacher according to a termly budget set by the office.

Orders can be placed on the following websites: Amazon, TTS, Wesco, GLS, Baker Ross, Morleys, Cozy, Findel, Ikea.

As much as possible, you need to choose:

- wood resources rather than plastic
- large books rather than small
- resources larger than 3 centimetres (to avoid any risk of choking).

Cleaning

Cleaning is done daily after school by a cleaning team.

Each class team needs to clean their tables and turn the chairs upside down on the tables to allow the cleaner to clean the floors.

If the cleaner is absent for any reason, each class is responsible for washing the floor in the classroom.

A deep clean is carried out at every half-term and holiday. This includes disinfecting the plastic toys, which should be left in a dedicated box in the classroom.

Washing machine cleaning

The school provides the sheet that goes on the mattress. The sheets are washed once a week, unless there is a little “accident”.

Parents provide a blanket for their child, and this is returned before every holiday so they can wash it.

The bibs are rinsed by hand every day and washed once a week in a washing machine.

A rota setting out laundry days for each class is in place. Each class is responsible for making sure that both filters are emptied after using the drier.

Common spaces and outdoor space

All common spaces are the responsibility of each team member and must be carefully maintained. The resources used in the playground, in particular, must be checked by each class before leaving them to the next class (change the water, remove all dirty things...).

In the same way, each employee should leave the staff room clean and waste-free once they finish their lunch.

Finally, the storage spaces (stock room and sheds) must be kept clean by the whole team.

School resources & equipment

It is forbidden to use the school resources / material for personal objectives.

This policy was adopted on	Signed on behalf of the school	Date for review
<i>03/03/2023</i>	<i>Louise de Chateaueux and Eva Toth</i>	<i>03/03/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

16. FIRE SAFETY – Garfield Road

At l'Ecole du Parc, we take reasonable steps to ensure the safety of children, staff and others on the nursery premises in the case of a fire or other emergency through our fire safety policy and emergency evacuation procedures.

The designated fire marshals are Geraldine Gonzalez and Louise de Chateauvieux.

We ensure the nursery premises are compliant with fire safety regulations, including following any major changes or alterations to the premises. The designated fire marshals ensure we have all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) are in working order and seeks advice from the local fire safety officer as necessary.

They also have overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every term. These drills are planned to occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

All staff receive fire safety and evacuation training (including as part of induction) to help them understand their roles and responsibilities. This includes the steps they must take to ensure the safety of children, for example keeping fire doors free from obstruction, how to safely evacuate the children and where the evacuation meeting point is situated.

One of the designated fire marshal checks fire detection and control equipment and fire exits in line with the timescales within the checklist below.

Fire checklist

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)	Designated fire marshal	Weekly	Tour of the premises
Fire extinguishers and blankets	Designated fire marshal	Monthly	Tour of the premises
Smoke/heat alarms	External service	Every 6 months	Tour of the premises
Fire alarms	Designated fire marshal	Weekly	Red boxes – weekly rota
Emergency lighting	Designated fire marshal	Monthly	Tour of the premises
Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside	Designated fire marshal	Weekly	Tour of the premises

Registration

An accurate record of all staff and children present in the building must be kept at all times and children must be marked in and out on arrival and departure. An accurate record of visitors is kept in the visitors book. These records are taken out along with the register and emergency contacts list in the event of a fire.

No smoking/vaping policy

The nursery operates a strict no smoking/vaping policy – please see this separate policy for details.

Fire drill procedure

Evacuation of each class

Your class should evacuate immediately if:

- You discover a fire
- You hear the Fire Alarm

For all classes

- All staff return to their classroom / playground if they were not with the children

Procedure

- Staff members discovering a fire should break the red box fire glass to trigger the Fire Alarm
- Priority is to lead the children to safety
- All children in classes should line up along the wall next to the fire exit door
- Fire extinguishers should only be used to aid escape from the building
- Teaching assistant does a headcount and leads the children along the agreed escape route – Please note that some classrooms have two exit doors and should exit according to the source of Fire.
- The lead teacher checks for children in the toilet area and walks behind the rest of the group, he/she should take the urgent medication and the red emergency backpack and close fire doors behind them.
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- All classes congregate to the designated meeting point, on the Green at the top of Garfield Road, roll call and wait for Office staff (Louise de Chateaufvieux, Eva Toth or Géraldine Gonzalez) who will coordinate with Fire Brigade.

Calling Fire Brigade in the event of a fire:

Staff members in charge are Louise de Chateaufvieux, Eva Toth or Géraldine Gonzalez. In their absence, the phone will be left with a senior staff member. The staff in charge will

- call 999 if the fire alarm starts or a staff raises the alarm
- assist with evacuation, check that no one is left on the premises, close fire doors left opened, pick up the Evacuation Fire File, which includes names and contact details of children, medical needs and a plan of the building as well as the register books left at the office.
- join staff and children at meeting point and liaise with Fire Brigade - confirming if there are any unaccounted staff/ children

If a group of children is cut off by fire and cannot reach the fire exit to the playground or the street:

- Remain calm
- Close the door nearest to the fire and use wet towels/ sheets to block any gaps around the door to avoid smoke entering the room
- Go to the window and SHOUT for help
- If smoke enters the room, go down to ground level as smoke rises and wait for Fire Brigade.

Important reminder:

- The red emergency backpack for the first floor rooms will be situated in the school office.
- Every morning, total number of children in attendance will be noted in the blue notebooks which will be situated in the school office as well as on the white board.

This policy is updated at least annually in consultation with staff and parents and/or after a fire evacuation practice and/or fire.

This policy was adopted on	Signed on behalf of the nursery	Date for review
15/09/2022	Louise de Chateaufvieux and Eva Toth	15/09/2023

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Evacuation procedure 2022 - Garfield Road

I confirm that I have read and understood the evacuation procedure of l'Ecole du parc and I will comply with all rules that are imposed in the interest of safety

Name

Date

Signature

Please return this slip to the school office

64 Garfield Road
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Tel: 0207 993 6460
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2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

17. FIRE SAFETY – Stormont Road

At l'Ecole du Parc, we take reasonable steps to ensure the safety of children, staff and others on the school premises in the case of a fire or other emergency through our fire safety policy and emergency evacuation procedures.

The designated fire marshals are Sophie Christophe-Canonne and Gwendoline Guérin.

We ensure the school premises are compliant with fire safety regulations, including following any major changes or alterations to the premises. The designated fire marshals ensure we have all the appropriate fire detection and control equipment (e.g. fire alarms, smoke detectors, fire blankets and/or fire extinguishers) are in working order and seeks advice from the local fire safety officer as necessary.

They also have overall responsibility for the fire drill and evacuation procedures. These are carried out and recorded for each group of children every term. These drills are planned to occur at different times of the day and on different days to ensure evacuations are possible under different circumstances and all children and staff participate in the rehearsals.

All staff receive fire safety and evacuation training (including as part of induction) to help them understand their roles and responsibilities. This includes the steps they must take to ensure the safety of children, for example keeping fire doors free from obstruction, how to safely evacuate the children and where the evacuation meeting point is situated.

One of the designated fire marshal checks fire detection and control equipment and fire exits in line with the timescales within the checklist below.

Fire checklist

	Who checks	How often	Location
Escape route/fire exits (all fire exits must be clearly identifiable)	Designated fire marshal	Weekly	Tour of the premises
Fire extinguishers and blankets	Designated fire marshal	Monthly	Tour of the premises
Smoke/heat alarms	External service	Every 6 months	Tour of the premises
Fire alarms	Designated fire marshal	Weekly	Red boxes – weekly rota
Emergency lighting	Designated fire marshal	Monthly	Tour of the premises
Fire doors closed, in good repair, doors free of obstruction and easily opened from the inside	Designated fire marshal	Weekly	Tour of the premises

Registration

An accurate record of all staff and children present in the building must be kept at all times and children must be marked in and out on arrival and departure. An accurate record of visitors is kept in the visitor's book. These records are taken out along with the register and emergency contacts list in the event of a fire.

No smoking/vaping policy

The school operates a strict no smoking/vaping policy – please see this separate policy for details.

Fire drill procedure

Evacuation of each class

Your class should evacuate immediately if:

- You discover a fire
- You hear the Fire Alarm

For all classes

- All staff return to their classroom / playground if they were not with the children

Procedure

- Staff members discovering a fire should break the red box fire glass to trigger the Fire Alarm
- Priority is to lead the children to safety
- All children in classes should line up along the wall next to the fire exit door
- Fire extinguishers should only be used to aid escape from the building
- Teaching assistant does a headcount and leads the children along the agreed escape route – Please note that some classrooms have two exit doors and should exit according to the source of Fire.
- The lead teacher checks for children in the toilet area and walks behind the rest of the group, he/she should take the urgent medication and the red emergency backpack and close fire doors behind them.
- Do not stop to collect personal belongings on evacuating the building
- Do not attempt to go back in and fight the fire
- Do not attempt to go back in if any children or adults are not accounted for
- All classes congregate to the designated meeting point, outside the DEVAS club across the parking lot on Stormont road, roll call and wait for Office staff (Sophie Christophe-Canonne or Louise de Chateaufieux or Gwendoline Guérin) who will coordinate with Fire Brigade.

Calling Fire Brigade in the event of a fire:

Staff members in charge are Sophie Christophe-Canonne or Louise de Chateaufieux or Gwendoline Guérin. In their absence, the phone will be left with a senior member of staff. The staff in charge will

- call 999 if the fire alarm starts or a staff raises the alarm
- assist with evacuation, check that no one is left on the premises, close fire doors left opened, pick up the Evacuation Fire File, which includes names and contact details of children, medical needs and a plan of the building as well as the register books left at the office.
- join staff and children at meeting point and liaise with Fire Brigade - confirming if there are any unaccounted staff/ children

If a group of children is cut off by fire and cannot reach the fire exit to the playground or the street:

- Remain calm
- Close the door nearest to the fire and use wet towels/ sheets to block any gaps around the door to avoid smoke entering the room
- Go to the window and SHOUT for help
- If smoke enters the room, go down to ground level as smoke rises and wait for Fire Brigade.

Important reminder:

- The red emergency backpack for the first floor rooms will be situated in the school office.
- Every morning, total number of children in attendance will be noted in the blue notebooks which will be situated in the school office as well as on the white board.

This policy is updated at least annually in consultation with staff and parents and/or after a fire evacuation practice and/or fire.

This policy was adopted on	Signed on behalf of the school	Date for review
23/09/2022	Louise de Chateauvieux and Eva Toth	22/09/2023

✂-----

Evacuation procedure 2022 - Stormont Road

I confirm that I have read and understood the evacuation procedure of l'Ecole du parc and I will comply with all rules that are imposed in the interest of safety

Name

Date

Signature

Please return this slip to the school office

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
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stormont@ecoleduparc.co.uk

18. FOOD HYGIENE GUIDANCE

1/ Upon receiving new food products:

- Check that the products delivered match the order
 - Check the state of delivered products (packaging, best-by-date, cleanliness etc.)
 - Store as appropriate: fridge for perishable food products, and non-perishable food stuffs in designated cupboards. No product can be stored at ground level.
 - Perishable food products are stored in fridge: e.g, milk, juice. The opening date is written on each carton.
- NB : Make sure that the fridge is clean and ready to receive new food products. Please note that this includes the cushion edging around the door of the fridge and freezer)

2/ Storage of food products

- All products in the fridge must be covered at all times

Reminder: the fridge thermometer must always be between 1c and 6c. Adjust the fridge thermostat accordingly if the temperature is outside this range. Also remember to adjust the thermostat when adding products to the fridge.

The temperature of the fridge is also checked and recorded daily by the school assistant.

- All perishable products outside the fridge are to be covered and left outside the fridge for a minimal amount of time to avoid contamination.

This is also the case for the jugs of water which are offered at snack and lunch times.

- Care must be taken to ensure that packaging remains adequate over time: e.g. pasta, rice packets. The contents of open packets should be placed in the designated (labelled) tins and jars.

3/ Food products ready to be served

- Food products, whether cooked or uncooked, must be covered at all times to avoid contamination. This is also the case when food is being served.
- As a reminder, all bowls placed on trays, ready for serving must be covered up to the moment they food is placed in them. At this point all bowls must be filled quickly and served immediately to avoid contamination and fall in temperature of the food.

4/ Food prepared at school by teachers and children (cooking activities)

4.1 Each term, classes organise a few cooking activities, as part of the curriculum

4.2 During these activities, teachers follow the standard health and hygiene guidance which can be found in each class and which is reiterated at staff meetings and trainings.

This policy was adopted on	Signed on behalf of the nursery	Date for review
21/03/2023	Eva Toth and Louise de Chateaufvieux	20/03/2024

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19. GIFTED AND TALENTED CHILDREN

At l'Ecole du Parc, we plan our teaching and learning so that each child can aspire to achieve their full potential.

The purpose of this policy is to help to ensure that we recognise and support the needs of those children in our nursery who have been identified as 'gifted' and/or 'talented' and extend their learning to challenge them further.

'Gifted' refers to a child who has a broad range of achievement at a level well above average, typically in the more academic subjects;

'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

With this in mind we will ensure all children are fully supported and challenged by:

- Working together with parents and carers to establish starting points on entry to nursery
- Observing, assessing and planning activities in line with the individual child's needs and interests
- Providing challenging next steps to enhance the learning opportunities
- Where applicable, working with the nursery SENCO (see SEND policy), other services and professionals to ensure we can fully support the child's individual needs
- Working with the child's school to provide activities that will stretch the child further in line with the child's future curriculum
- Support transitions by providing key information to the next provision.

We ensure staff are aware of some early development signs of children that may be gifted and talented including:

Gifted children in language and literacy:

- Are able to read and respond to a range of texts at a more advanced level
- Use a wide vocabulary and variety of words in conversations and play
- Are able to write fluently and with little support

Gifted children in mathematics:

- Explore a broader range of strategies for solving a problem
- Establish their own strategies for problem solving
- Are able to manipulate numbers in a wide range of ways, e.g. adding, subtracting.

The management monitors all outcomes for children by tracking cohorts and individual children across the whole setting. This will include the gifted and talented children. Management will ensure that all children are progressing at an appropriate rate from their starting points through challenging and supportive activities and opportunities.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>10/02/2023</i>	<i>Louise de Chateaufieux and Eva Toth</i>	<i>10/02/2024</i>

64 Garfield Road
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20. HEALTH AND SAFETY - GENERAL

At l'Ecole du Parc, we provide and maintain safe and healthy working conditions, equipment and systems of work for all our employees and a safe early learning environment in which children learn and are cared for. To develop and promote a strong health and safety culture within the nursery for the benefit of all staff, children, parents and any visitors, we provide information, training and supervision. We also accept our responsibility for the health and safety of other people who may be affected by our activities.

The allocation of duties for safety matters and the particular arrangements which we will make to implement our health and safety procedures are set out within this policy and we make sufficient resources available to provide a safe environment.

Legal framework

We follow all relevant legislation and associated guidance relating to health and safety within the nursery including:

- The requirements of the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021
- The regulations of the Health & Safety at Work Act 1974 and any other relevant legislation such as Control Of Substances Hazardous to Health Regulation (COSHH)
- Any guidance provided by Public Health England, the local health protection unit, the local authority environmental health department, fire authority or the Health and Safety Executive.

Aims and objectives

The aim of this policy statement is to ensure that all reasonably practical steps are taken to ensure the health, safety and welfare of all persons using the premises.

To achieve this, we will actively work towards the following objectives:

- Establish and maintain a safe and healthy environment throughout the nursery including outdoor spaces
- Establish and maintain safe working practices amongst staff and children
- Make arrangements for ensuring safety and the minimising of risks to health in connection with the use, handling, storage and transport of hazardous articles and substances
- Ensure the provision of sufficient information, instruction and supervision to enable all people working in or using the nursery to avoid hazards and contribute positively to their own health and safety and to ensure that staff have access to regular health and safety training
- Maintain a healthy and safe nursery with safe entry and exit routes
- Formulate effective procedures for use in case of fire and other emergencies and for evacuating the nursery premises. Practice this procedure on a regular basis to enable the safe and speedy evacuation of the nursery
- Maintain a safe working environment for pregnant workers or for workers who have recently given birth, including undertaking appropriate risk assessments

- Maintain a safe environment for those with special educational needs and disabilities and ensure all areas of the nursery are accessible (wherever practicable)
- Provide a safe environment for students or trainees to learn in
- Encourage all staff, visitors and parents to report any unsafe working practices or areas to ensure immediate response by the management.

We believe the risks in the nursery environment are low. To maintain the maximum protection for children, staff and parents the nursery:

- Ensures all entrances and exits from the building, including fire exits are clearly identifiable, free from obstruction and easily opened from the inside
- Regularly check the premises room by room for structural defects, worn fixtures and fittings or electrical equipment and take the necessary remedial action
- Ensures that all staff, visitors, parents and children are aware of the fire procedures and regular fire drills are carried out
- Has the appropriate fire detection and control equipment which is checked regularly to make sure it is in working order
- Ensures that all members of staff are aware of the procedure to follow in case of accidents for staff, visitors and children
- Ensures that all members of staff take all reasonable action to control the spread of infectious diseases and wear protective gloves and clothing where appropriate
- Ensures there are suitable hygienic changing facilities (see infection control policy)
- Prohibits smoking/vaping on the nursery premises
- Prohibits any contractor from working on the premises without prior discussion with the officer in charge
- Encourages children to manage risks safely and prohibits running inside the premises unless in designated areas
- Risk assesses all electrical sockets and take appropriate measures to reduce risks where necessary and ensure no trailing wires are left around the nursery
- Ensures all cleaning materials are placed out of the reach of children and kept in their original containers
- Ensures staff wear protective clothing when cooking or serving food
- Prohibits certain foods that may relate to children's allergies, e.g. nuts are not allowed in the nursery
- Follows the EU Food Information for Food Consumers Regulations (EU FICby identifying the 14 allergens listed by EU Law that we use as ingredients in any of the dishes we provide to children and ensure that all parents are informed
- Follows the allergies and allergic reactions policy for children who have allergies or have a reaction at the nursery
- Ensures risk assessments are undertaken on the storage and preparation of food produced within the nursery
- Familiarises all staff and visitors with the position of the first aid boxes and ensure all know who the appointed first aiders are
- Provides appropriately stocked first aid boxes and check their contents regularly
- Ensures children are supervised at all times
- Takes all reasonable steps to prevent unauthorised persons entering the premises and have an agreed procedure for checking the identity of visitors
- Ensures no student or volunteer is left unsupervised at any time
- Ensures staff paediatric first aid certificates or a list of staff who hold a current PFA certificate are on display (and/or made available to parents).

Responsibilities

The designated Health and Safety Officer in the nursery is Géraldine Gonzalez (Garfield road) / Sophie Christophe Canonne (Stormont road).

The employer has overall and final responsibility for this policy being carried out at:

Ecole du Parc
64 Garfield road
SW115PN London

And

Ecole du Parc
2, Stormont road
SW115EN London

The site managers will be responsible in his/her absence.

All employees have the responsibility to cooperate with senior staff and the manager to achieve a healthy and safe nursery and to take reasonable care of themselves and others. Neglect of health and safety regulations/duties will be regarded as a disciplinary matter (see separate policy on disciplinary procedures).

Whenever a member of staff notices a health or safety issue or problem which they are not able to rectify, they must immediately report it to the appropriate person named above. Parents and visitors are requested to report any concerns they may have to the manager.

Daily contact, monthly staff meetings and health and safety meetings provide consultation between management and employees. These include health and safety matters.

Health and safety training

Person responsible for monitoring staff training is **Louise de Chateauvieux**

Health and safety is covered in all induction training for new staff.

Training table:

Area	Training required	Who
Paediatric First aid	External course	All staff
Dealing with blood	In house training/course	All staff and casual workers
Safeguarding/Child protection	In house training/course	All staff and casual workers
General health and safety training including risk assessment and accident management	In house training/course	All staff and casual workers
Fire safety procedures	In house training	All staff and casual workers
Use of fire extinguisher	In house training/course	All staff and casual workers
Food hygiene	External course	Anyone involved in preparing and handling food
Allergy awareness	In house training/course	All staff and casual workers
Manual handling	External course	All staff and casual workers
HR and IT induction	In house training/course	All staff

Hygiene training ; including handwashing and changing of nappies	In house training	All staff and casual workers
Fire marshal duties	External course	Fire marshal
Medication requiring technical or medical knowledge e.g. Epi Pen	External course	As required
SENCO	External course	SENCO

At present at least one member of staff on the premises and available at times when children are present MUST hold a full paediatric first aid (PFA) certificate in the nursery and must accompany children on outings. The certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS, 2021. This must be renewed every three years and the emergency PFA course is taken face to face.

In addition to this, all newly qualified entrants to the early years workforce who have completed a level 2 and/or level 3 qualification on or after 30 June 2016, must also have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3 in an early years setting

At school, we take in to account the number of children, staff, layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

All trained first aiders are listed in every room, office and entrance corridor. This list is regularly updated.

Health and safety arrangements

- All staff are responsible for general health and safety in the nursery
- Risk assessments will be conducted on all areas of the nursery, including rooms, activities, outdoor areas, resources, cleaning equipment, legionella and lone working
- These are reviewed at regular intervals and when arrangements change
- All outings away from the nursery (however short) will include a prior risk assessment – more details are included in our outings policy
- All equipment, rooms and outdoor areas are checked thoroughly by staff before children access them or the area. These checks are recorded and initialled by the staff responsible. Unsafe areas are made safe where possible or the area is not used to promote the safety of children. In these cases the manager will be notified immediately
- We provide appropriate facilities for all children, staff, parents and visitors to receive a warm welcome and provide for their basic care needs, e.g. easy to access toilet area and fresh drinking water
- We adhere to the Control Of Substances Hazardous to Health Regulation (COSHH) to ensure all children, staff, parents and visitors are safe in relation to any chemicals we may use on the premises
- We identify and assess any water sources at risk of legionella¹, and manage these risks including avoiding stagnant water
- All staff and students receive appropriate training in all areas of health and safety which includes risk assessments, manual handling, fire safety and emergency evacuation procedures. We may also use benefit risk assessments for particular activities and resources for children
- We have a clear accident and first aid policy to follow in the case of any person in the nursery suffering injury from an accident or incident
- We have a clear fire safety policy and procedure, which supports the prevention of fire and the safe evacuation of all persons in the nursery. This is shared with all staff, students, parents and visitors to the nursery
- We review accident and incident records to identify any patterns/hazardous areas

¹ <https://www.hse.gov.uk/legionnaires/>

- All health and safety matters are reviewed informally on an ongoing basis and formally every six months or when something changes. Staff and parents receive these updates, as with all policy changes, as and when they happen
- We welcome feedback from staff and parents. They are able to contribute to any policy through informal discussions, the suggestion scheme and/or during regular meetings held at nursery.

Health and safety in the office

This policy includes any staff who are required to undertake office duties as part of their role including sitting at a computer.

We carry out risk assessments to assess any health and safety risks to employees carrying out office duties and provide appropriate equipment for their role.

Staff using computers can help to prevent health problems in the office by:

- Sitting comfortably at the correct height with forearms parallel to the surface of the desktop and eyes level with the top of the screen
- Maintaining a good posture
- Avoiding repetitive and awkward movements by using a copyholder and keeping frequently used items within easy reach
- Changing position regularly
- Using a good keyboard and mouse technique with wrists straight and not using excessive force
- Making sure there are no reflections or glare on screens by carefully positioning them in relation to sources of light
- Adjusting the screen controls to prevent eyestrain
- Keeping the screen clean
- Reporting to their manager any problems associated with use of the equipment
- Planning work so that there are breaks away from the workstation.

Seating and posture for typical office tasks:

- Good lumbar support from the office seating
- Seat height and back adjustability
- No excess pressure on underside of thighs and backs of knees
- Foot support provided if needed
- Space for postural change, no obstacles should be under the desk
- Forearms approximately horizontal
- Minimal extensions, flexing or straining of wrists
- Screen height and angle should allow for comfortable head position
- Space in front of keyboard to support hand/wrists during pauses in typing.

If an employee requires additional support, please let the manager know as soon as possible.

This policy was adopted on	Signed on behalf of the nursery	Date for review
18/01/2023	Louise de Chateaufieux and Eva Toth	17/01/2024

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garfield@ecoleduparc.co.uk



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21. HEALTHY WORKPLACE

At l'Ecole du Parc, we are committed to providing a workplace which supports and encourages a healthy staff team through staff training, health and safety awareness and supervisions / appraisals.

Dress code

Staff must follow our dress code at all times. There is no uniform at l'Ecole du parc but we recommend casual clothing, suitable for working with the children. Fake nails are not authorised (see Operational handbook). Staff are asked to wear indoor shoes in the classrooms.

Staff breaks

It is the responsibility of the nursery manager to ensure that all staff working six hours or more take a break of 45 minutes and ensuring that staff: child ratios are maintained.

Staff under 18 require a break of 30 minutes in circumstances where they work 4.5 hours a day. All breaks are to be taken in the staff room.

Personal hygiene

Staff must follow the personal hygiene code at all times and encourage children to adopt the same good personal hygiene code themselves.

All hands must be washed before handling food, after using the toilet or toileting children, after playing outside, wiping noses, messy play activities and after contact with animals.

After noses have been wiped the tissue must be disposed of hygienically and hands should be washed.

Cleaning

The nursery is committed to providing a safe, happy and healthy environment for children to play, grow and learn. Cleanliness is an essential element of this practice. The nursery is cleaned daily and regular checks are made to the bathrooms. These are cleaned at least daily (more if necessary i.e. at lunch time). The nappy changing facility and potties are cleaned and disinfected after every use. Any mess caused throughout the day is cleaned up as necessary to ensure that a hygienic environment is provided for staff and the children in our care.

Kitchen

Staff are made aware of the basic food hygiene standards through appropriate training and this is updated every regularly. In addition, we ensure:

- Fridges are cleaned out weekly
- Microwaves are cleaned daily
- Toasters are cleaned daily
- The oven is cleaned out regularly
- Plates/utensils etc. are rinsed before putting in the dishwasher and the dishwasher is cleaned out regularly and details recorded
- All cupboards are cleaned out during our deep cleaning

- Fridge temperatures are recorded every the morning
- All food is covered at all times in and out of the fridge and dated to show when each product was opened and then used in date order
- Care is taken to ensure that food is correctly stored in fridges
- When re-heating food, the temperature is over 75°C, food is checked with the probe thermometer and recorded, then cooled down before serving.
- Food served but not used immediately is appropriately covered and placed in the fridge/freezer within 60 minutes. If this is not followed, food is discarded immediately
- All opened packets are dated when opened and placed in an airtight container e.g. baby food, raisins, cereal etc.
- Surfaces are cleaned with anti-bacterial spray
- Only appropriate kitchen cloths are used. These are washed daily in the dishwasher on a hot wash
- Windows protected by fly guards are opened as often as possible along with the vents
- Children do NOT enter the kitchen except for supervised cooking activities
- Doors/gates to the kitchen are kept closed/locked at all times
- Kitchen bins are emptied when full and at the end of each day

Laundry Room

- Washing machines drawers etc. are cleaned regularly
- Tumble dryer lint filters are cleared after every use
- Staff follow HSE guidance on the safe use of tumble dryers including using the 'cool down' cycle is adequate to reduce the temperature of the items and not removing them from the dryer or piled/stacked while hot but as soon as the drying/cooling cycle is complete and only using it for items that appropriate (as per washing label)
- All staff are responsible for filling/emptying the washing machine/tumble dryer, folding clean clothing/items.

Nursery

- Staff are trained to be aware of general hygiene in the nursery and ensure that high standards are kept at all times
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs
- Regular toy washing rotas are established in all rooms. Toys are washed with sanitising fluid
- Floors are cleaned during the day when necessary. Vacuum cleaner bags (where used) are changed frequently
- Staff are requested to use the appropriate mop for the task or area and mop heads are washed in a separate wash at least weekly
- Face cloths are washed on a hot wash after every use and not shared between children
- Every child has its own bedding which is washed weekly or whenever necessary
- All surfaces are kept clean and clutter free
- Children are always reminded to wash their hands after using the bathroom and before meals. Staff always encourage good hygiene standards, for example, not eating food that has fallen on the floor
- Staff are positive role models and talk to the children about good hygiene routines and why they need to wash their hands, wipe their noses and cover their mouths when coughing.

Staff rooms

- It is the responsibility of every member of staff to ensure that their staff room is kept clean and tidy
- All implements used for lunch or break are washed and tidied away.

This policy was adopted on	Signed on behalf of the nursery	Date for review
21/03/2023	Louise de Chateauvieux and Eva Toth	20/03/2024

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22. Inclusion and Equality Policy

Inclusion is a process of identifying, understanding and breaking down barriers to participation and belonging. Inclusive early years practice is about anticipating, paying attention, responding to and reflecting on the needs and interests of all children. A commitment to inclusion should permeate all aspects of the design of educational programmes and the structuring of environments, as well as shaping every interaction with children, parents and other professionals (Birth to 5 Matters, 2021).

Statement of intent

At l'Ecole du Parc, we take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. We are committed to providing equality of opportunity and anti-discriminatory practice for all staff, children and families according to their individual needs. Discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation has no place within our nursery.

A commitment to implementing our inclusion and equality policy is part of each employee's duty. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the manager at the earliest opportunity.

Appropriate steps will then be taken to investigate the matter and if such concerns are well-founded, the nursery's disciplinary policy will be followed.

The legal framework for this policy is based on:

- Special Education Needs and Disabilities Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Childcare Act 2006
- Children Act 2004
- Care Standards Act 2002
- Special Educational Needs and Disability Act 2001.

The nursery and staff are committed to:

- Recruiting, selecting, training and promoting individuals on the basis of occupational skills requirements. In this respect, the nursery will ensure that no job applicant or employee will receive less favourable treatment because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation
- Creating a working environment free of bullying, harassment, victimisation and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of all staff are recognised and valued

- Providing a childcare place, wherever possible, for children who may have special educational needs and/or disabilities or are deemed disadvantaged according to their individual circumstances
- Making reasonable adjustments for children with special educational needs and disabilities
- Striving to promote equal access to services and projects by taking practical steps (wherever possible and reasonable), such as ensuring access to people with additional needs and by producing materials in relevant languages and media for all children and their families
- Providing a secure environment in which all our families are listened to, children can flourish and all contributions are valued
- Including and valuing the contribution of all families to our understanding of equality, inclusion and diversity
- Providing positive non-stereotypical information
- Continually improving our knowledge and understanding of issues of equality, inclusion and diversity and training all staff about their rights and responsibilities under the inclusion and equality policy.
- Regularly reviewing, monitoring and evaluating the effectiveness of inclusive practices to ensure they promote and value diversity and difference and that the policy is effective and practices are non-discriminatory
- Making inclusion a thread which runs through the entirety of the nursery, for example, by encouraging positive role models through the use of toys, imaginary play and activities, promoting non-stereotypical images and language and challenging all discriminatory behaviour (see dealing with discriminatory behaviour policy).

Admissions/service provision

The nursery is accessible to all children and families in the local community and further afield through a comprehensive and inclusive admissions policy.

The nursery will strive to ensure that all services and projects are accessible and relevant to all groups and individuals in the community within targeted age groups.

Recruitment

Recruitment, promotion and other selection exercises such as redundancy selection will be conducted on the basis of merit, against objective criteria that avoids discrimination. Shortlisting will be done by more than one person, where possible.

All members of the selection group are committed to the inclusive practice set out in this policy and will have received appropriate training in this regard.

Vacancies are generally advertised to a diverse section of the labour market. Advertisements avoid stereotyping or using wording that may discourage particular groups from applying.

At interview, no questions are posed which potentially discriminate on the grounds specified in the statement of intent. All candidates are asked the same questions and members of the selection group will not introduce nor use any personal knowledge of candidates acquired outside the selection process. Candidates are given the opportunity to receive feedback on the reasons why they were not successful.

We may ask questions (Under the Equality Act 2010) prior to offering someone employment in the following circumstances:

- To establish whether the applicant will be able to comply with a requirement to undergo an assessment (i.e. an interview or selection test)
- To establish whether the applicant will be able to carry out a function that is intrinsic to the work concerned
- To monitor diversity in the range of people applying for work
- To take positive action towards a particular group – for example offering a guaranteed interview scheme
- You require someone with a particular disability because of an occupational requirement for the job.

The national College for Teaching and Leadership provides further guidance specific to working with children, which we follow:

Providers have a responsibility to ensure that practitioners have the health and physical capacity to teach and will not put children and young people at risk of harm. The activities that a practitioner must be able to perform are set out in the Education (Health Standards England) Regulations 2003. Providers are responsible for ensuring that only practitioners who have the capacity to teach remain on the staff team.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach. Further information on training to teach with a disability is available from the DfE website.

Successful applicants offered a position may be asked to complete a fitness questionnaire prior to commencing the programme. Providers should not ask all-encompassing health questions, but should ensure that they only ask targeted and relevant health-related questions, which are necessary to ensure that a person is able to teach.

Staff

It is our policy not to discriminate in the treatment of individuals. All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. They are expected to challenge language, actions, behaviours and attitudes which are oppressive or discriminatory on the grounds specified in this policy and recognise and celebrate other cultures and traditions. All staff are expected to participate in equality and inclusion training.

Staff will follow the 'Dealing with Discriminatory Behaviour' policy where applicable to report any discriminatory behaviours observed.

Training

The nursery recognises the importance of training as a key factor in the implementation of an effective inclusion and equality policy. All new staff receive induction training including specific reference to the inclusion and equality policy. The nursery strives towards the provision of inclusion, equality and diversity training for all staff on an annual basis.

Early learning framework

We follow the Early Years Foundation Stage and ensure that all learning opportunities offered in the nursery encourage children to develop positive attitudes to people who are different from them. Our curriculum encourages children to empathise with others and to begin to develop the skills of critical thinking.

We do this by:

- Identifying a key person to each child who will ensure that each child's care is tailored to meet their individual needs and continuously observe, assess and plan for their learning and development
- Listening to children (verbally and non-verbally) and making children feel included, valued and good about themselves
- Ensuring that we know what each child knows and "can do" and have equal access to tailored early learning and play opportunities
- Reflecting the widest possible range of communities in the choice of resources
- Avoiding stereotypical or derogatory images in the selection of materials
- Acknowledging and celebrating a wide range of religions, beliefs and festivals
- Creating an environment of mutual respect
- Supporting children to talk about their feelings and those of others, manage emotions and develop empathy
- Helping children to understand that discriminatory behaviour and remarks are unacceptable
- Knowing children well, being able to meet their needs and know when they require further support
- Ensuring that all early learning opportunities offered are inclusive of children with special educational needs and/or disabilities and children from disadvantaged backgrounds

- Ensuring that children whose first language is not English have full access to our early learning opportunities and are supported in their learning
- Working in partnership with all families to ensure they understand the policy and challenge any discriminatory comments made
- Ensuring the medical, cultural and dietary needs of all children are met and help
- children to learn about a range of food and cultural approaches to meal times and to respect the differences among them.

Parent information and meetings

Information about the nursery, its activities, experiences, resources are shared with parents as well as information about their child's development. This is given in a variety of ways according to individual needs (written, verbal and translated), to ensure that all parents can access the information they need.

Wherever possible, meetings are arranged to give all families opportunities to attend and share information about their child.

We also consult with parents regularly about the running of the nursery and ask them to contribute their ideas.

Dealing with discriminatory behaviour

At l'Ecole du Parc we do not tolerate discriminatory behaviour and take action to tackle discrimination. We believe that parents have a right to know if discrimination occurs and what actions the nursery will take to tackle it. We follow our legal duties in relation to discrimination and record all incidents of any perceived or actual relating to discrimination on any grounds and report these where relevant to children's parents and the registering authority.

Types of discrimination

- **Direct discrimination** occurs when someone is treated less favourably than another person because of a protected characteristic
- **Discrimination by association** occurs when there is a direct discrimination against a person because they associate with a person who has a protected characteristic
- **Discrimination by perception** occurs when there is a direct discrimination against a person because they are perceived to have a protected characteristic
- **Indirect discrimination** can occur where a provision, criterion or practice is in place which applies to everyone in the organisation but particularly disadvantages people who share a protected characteristic and that provision, criterion or practice cannot be justified as a proportionate means of achieving a legitimate aim
- **Harassment** is defined as 'unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual'
- **Victimisation** occurs when an employee is treated badly or put to detriment because they have made or supported a complaint or raised grievance under the Equality Act 2010 or have been suspected of doing so.

Protected characteristics

The nine protected characteristics under the Equality Act 2010 are:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation
- Marriage and civil partnership

- Pregnancy and maternity.

Incidents may involve a small or large number of persons, they may vary in their degree of offence and may not even recognise the incident has discriminatory implications; or at the other extreme their behaviour may be quite deliberate and blatant.

Examples of discriminatory behaviour are:

- Physical assault against a person or group of people
- Derogatory name calling, insults and discriminatory jokes
- Graffiti and other written insults (depending on the nature of what is written)
- Provocative behaviour such as wearing badges and insignia and the distribution of discriminatory literature
- Threats against a person or group of people pertaining to the nine protected characteristics listed above
- Discriminatory comments including ridicule made in the course of discussions
- Patronising words or actions.

Our procedures

We tackle discrimination by:

- Providing inclusive early years practice where all staff are able to identify, understand and break down barriers to participation and belonging and create an ethos of equality
- Consistently promoting the British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs to all practitioners, children and families in the setting. We value diversity and celebrate differences in children and families
- Providing training and support around this subject to support staffs understanding and confidence in challenging discriminatory practice
- Challenging any observed instances of inequalities, discrimination and prejudice as they arise in play, conversation, books or other contexts from practitioners, children and families and follow this policy, as outlines below, to ensure that discriminatory behaviours against the protected characteristics are not tolerated within our setting
- Ensuring all children and families have a sense of belonging and they can see themselves and their families identity reflected in the setting
- Expecting all staff in the nursery to be aware of and alert to any discriminatory behaviour, stereotyping, bias or bullying taking place in person or via an online arena
- Expecting all staff to intervene firmly and quickly to prevent any discriminatory behaviour or bullying, this may include behaviour from parents and other staff members
- Expecting all staff to treat any allegation seriously and report it to the nursery manager. Investigating and recording each incident in detail as accurately as possible and making this record available for inspection by staff, inspectors and parents where appropriate, on request. The nursery manager is responsible for ensuring that incidents are handled appropriately and sensitively and entered in the record book. Any pattern of behaviour should be indicated. Perpetrator/victim's initials may be used in the record book as information on individuals is confidential to the nursery
- Ensuring any online bullying or discriminatory behaviour is tackled immediately
- Informing: the parents of the child(ren) who are perpetrators and/or victims should be informed of the incident and of the outcome, where an allegation is substantiated following an investigation
- Excluding or dismissing any individuals who display continued discriminatory behaviour or bullying, but such steps will only be taken when other strategies have failed to modify behaviour. This includes any employees where any substantiated allegation after investigation will incur our disciplinary procedures (please see the policy on disciplinary procedures).

We record any incidents of discriminatory behaviour or bullying to ensure that:

- Strategies are developed to prevent future incidents
- Patterns of behaviour are identified

- Persistent offenders are identified
- Effectiveness of nursery policies are monitored
- A secure information base is provided to enable the nursery to respond to any discriminatory behaviour or bullying.

If the behaviour shown by an individual is deemed to be radicalised, we will follow our procedure as detailed in our Safeguarding and child protection and Prevent Duty and Radicalisation Policies in order to safeguard children and families concerned.

Nursery staff

We expect all staff to be alert and seek to overcome any ignorant or offensive behaviour based on fear or dislike of distinctions that children, staff or parents may express in nursery.

We aim to create an atmosphere where the victims of any form of discrimination have confidence to report such behaviour, and that subsequently they feel positively supported by the staff and management of the nursery.

It is incumbent upon all members of staff to ensure that they do not express any views or comments that are discriminatory; or appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. We expect all staff to use a sensitive and informed approach to counter any harassment perpetrated out of ignorance.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>21/02/2023</i>	<i>Louise de Chateaufieux and Eva Toth</i>	<i>20/02/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

23. INFECTION CONTROL

At l'Ecole du Parc, we promote the good health of all children attending (including oral health) through maintaining high hygiene standards to help reduce the chances of infection being spread. We follow the health protection in schools and other childcare facilities guidance¹ which sets out when and how long children need to be excluded from settings, when treatment/medication is required and where to get further advice from.

Viruses and infections can be easily passed from person to person by breathing in air containing the virus, which is produced when an infected person talks, coughs or sneezes. It can also spread through hand/face contact after touching a person or surface contaminated with viruses.

We follow the guidance below to prevent a virus or infection from spreading around the nursery.

Our staff:

- Encourage all children to use tissues when coughing and sneezing to catch germs
- Ensure all tissues are disposed of in a hygienic way and all children and staff wash their hands once the tissue is disposed of
- Develop children's understanding of the above and the need for good hygiene procedures in helping them to stay healthy
- Wear the appropriate Personal Protective Equipment (PPE) when changing nappies, toileting children and dealing with any other bodily fluids. Staff are requested to dispose of these in the appropriate manner and wash hands immediately
- After messy activities and meals, tables should be cleaned and dried and the floor swept to avoid children walking in mess. Tables are cleaned using antibacterial spray mixed with water. Staff members will ensure that the spray is not used around children, and tables are sprayed as close to the tables as possible. Anti-bacterial wipes can be used as well if the children are close by.
- Clean and sterilise all potties and changing mats before and after each use. Staff should wash their hands before and after changing nappies, wearing gloves or using fabric cloth and changing them between each child.
- Keep any documents away from the changing area, on the wall or neatly placed on the shelves
- Clean toilets at least daily and check them throughout the day
- Never leaves a child unattended in the changing area
- Remind children to wash their hands before eating, after visiting the toilet, playing outside or being in contact with any animal and explain the reasons for this
- After meals, children's faces are cleaned with wipes, water and paper towels or individual wet cloth
- Clean all toys, equipment and resources on a regular basis by following a comprehensive cleaning rota and using antibacterial cleanser, or through washing in the washing machine / dishwasher

¹ <https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities>

- Wash or clean all equipment used by toddlers as and when needed, including when the children have placed it in their mouth
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Store toothbrushes (where applicable) hygienically to prevent cross-contamination
- Provide individual bedding (sheet and blanket) for children that is not used by any other child and wash this at least once a week.
- Ask parents and visitors to remove all outdoor footwear, or use shoe covers, when entering rooms where children may be playing or sitting on the floor
- Where applicable wear specific indoor shoes or slippers whilst inside the rooms and make sure that children wear them as well
- Follow the sickness and illness policy when children are ill to prevent the spread of any infection in the nursery. Staff are also requested to stay at home if they are ill and/or are contagious.

In addition:

- The nursery manager retains the right of refusal of all children, parents, staff and visitors who are deemed contagious and may impact on the welfare of the rest of the nursery
- Parents will be made aware of the need for these procedures in order for them to follow these guidelines whilst in the nursery
- Periodically each room in the nursery will be deep cleaned including carpets and soft furnishings to ensure the spread of infection is limited. This will be implemented earlier if the need arises.
- In the event of an infection outbreak the nursery will, where appropriate, undertake a deep clean to ensure the spread of infection is contained
- We will follow Government health guidance, as well as seeking legal advice and information from our insurers, on any national outbreak of a virus/ pandemic and keep parents informed of any course of action. Each specific circumstance will differ and to ensure we take the most appropriate action; we will treat each case on an individual basis
- In addition, where contagious outbreaks occur, we will adopt Government guidance for all visitors to minimise the risk of further spreading of the infection
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times. These will be increased during the winter months, or when flu and cold germs are circulating.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>18/01/2023</i>	<i>Louise de Chateauvieux and Eva Toth</i>	<i>17/01/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
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stormont@ecoleduparc.co.uk

24. LOST CHILD OR NOT PICKED UP

1. CHILD IS LOST FROM SCHOOL PREMISES

At l'Ecole du parc we take all reasonable steps to ensure the safety of children on the premises, we only release children into the care of individuals who have been notified us by the parent and have safety systems in place to ensure that children do not leave the premises unsupervised: collection form completed by the parents and written confirmation with id check if the collecting person is not on the form.

In the unlikely event of a child going missing within/from the nursery, we have the following procedure which will be implemented immediately:

- All staff will be aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The nursery manager will be informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the nursery, followed by a search of the surrounding area, whilst ensuring that some staff remain with the other children so they remain supervised, calm and supported throughout
- The manager will call the police as soon as they believe the child is missing and follow police guidance. The parents of the missing child will also be contacted immediately.
- A second search of the area will be carried out
- During this period, available staff will be continually searching for the missing child, whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery
- The manager will meet the police and parents
- The manager will then await instructions from the police
- In the unlikely event that the child is not found the nursery will follow the local authority and police procedure
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- Ofsted will be contacted and informed of the incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced

2. CHILD IS LOST ON A SCHOOL OUTING

In the unlikely event of a child going missing whilst on an outing we have the following procedure which we implement immediately:

- All staff are aware of the procedure when a child goes missing and supply information to support the search, e.g. a recent photograph and a detailed description of clothing
- The designated person in charge or most senior member of staff is informed immediately and all staff present will be informed. Some staff will be deployed to start an immediate thorough search of the area, ensuring that all other children remain supervised, calm and supported throughout
- If appropriate, on-site security will also be informed and a description given
- The designated person in charge or most senior member of staff will immediately inform the police
- The designated person in charge or most senior member of staff will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge
- During this period, some staff will be continually searching for the missing child, whilst other staff maintain the safety and welfare of the remaining children
- It will be the designated person in charge or most senior member of staff responsibility to ensure that there are adequate staff to care for the children and get them back safe, a member of staff to meet the police and someone to continue the search (this may mean contacting relief staff)
- Any incidents must be recorded in writing as soon as practicably possible including the outcome, who was lost, time identified, notification to police and findings
- In the unlikely event that the child is not found, the nursery will follow the local authority and police procedure
- Ofsted will be contacted and informed of any incidents
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary
- In any cases with media attention staff will not speak to any media representatives
- Post-incident risk assessments will be conducted following any incident of this nature to enable the chance of this reoccurring being reduced.

3. A CHILD IS NOT PICKED UP FROM SCHOOL

- All children should be picked-up from school by 12.30pm / 3.05pm / 5pm or 6pm depending on their attendance
- If a child has not been picked up by 12.35pm / 3.10pm / 5.05pm / 6.05pm, they are brought to the after-school club or the office and a late fee may apply.
- The office is informed and they will contact the parents
- If the office is not able to contact the parents or the emergency contact numbers within 1 hour of normal pick up time, it will contact the nearest police station

This policy was adopted on	Signed on behalf of the nursery	Date for review
18/05/2022	Louise de Chateaueux and Eva Toth	17/05/2023

64 Garfield Road
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Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

25. MANUAL HANDLING

At l'Ecole du Parc, we recognise that there are times when staff need to carry out manual handling especially in relation to lifting young children. Staff must all be aware and adhere to the nursery's manual handling policy to prevent/minimise any injuries can result from poor manual handling. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury.

We know that lifting and carrying young children is different to carrying static loads and therefore our manual handling training reflects this. All staff will receive training in manual handling within their first year of employment and will receive ongoing training as appropriate.

Preventing injuries

As with other health and safety issues, we recognise that the most effective method of prevention is to remove or reduce the need to carry out hazardous manual handling. Wherever possible, we review the circumstances in which staff have to carry out manual handling and re-design the workplace so that items do not need to be moved from one area to another.

Where manual handling tasks cannot be avoided, for example lifting children when changing nappies, we carry out a risk assessment by examining the tasks and deciding what the risks associated with them are, and how these can be removed or reduced by adding control measures.

Our manual handling assessment considers the following:

- The tasks to be carried out
- The load to be moved (including moving children)
- The environment in which handling takes place
- The capability of the individual involved in the manual handling.

We expect staff to use the following guidance when carrying out manual handling in order to reduce the risk of injury.

Planning and procedure

- Think about the task to be performed and assess if the lift is inevitable or not. When possible, we encourage staff to change the nappies while the child is standing.
- If inevitable, plan the lift: consider what you will be lifting, where you will put it, how far you are going to move it and how you are going to get there
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be at particularly risk of injury
- Assess the size, weight and centre of gravity of the load to make sure that you can maintain a firm grip and see where you are going

- Assess whether you can lift the load safely without help. If not, get help or use specialist moving equipment e.g. a trolley. Bear in mind that it may be too dangerous to attempt to lift some loads
- If more than one person is involved, plan the lift first and agree who will lead and give instructions
- Plan your route and remove any obstructions. Check for any hazards such as uneven/slippery flooring
- Ensure lighting is adequate
- Control harmful loads – for instance, by covering sharp edges or by insulating hot containers
- Check whether you need any Personal Protective Equipment (PPE) and obtain the necessary items, if appropriate. Check the equipment before use and check that it fits you
- Ensure that you are wearing the correct clothing, avoiding tight clothing and unsuitable footwear
- Consider a resting point before moving a heavy load or carrying something any distance.

Carrying children

- If the child is old enough, ask them to move to a position that is easy to pick up, and ask them to hold onto you as this will support you and the child when lifting
- Do not place the child on your hip, carry them directly in front of you in order to balance their weight equally
- Wherever possible, avoid carrying the child a long distance
- Avoid carrying anything else when carrying a child. Make two journeys or ask a colleague to assist you
- If a child is struggling or fidgeting whilst you are carrying them, stop, place them back down and use reassuring words to calm the child before continuing
- Students and pregnant staff members will not carry children.

Position for lifting

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

Lifting

Always lift using the correct posture:

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

Moving child or load

- Move the feet, keeping the child or load close to the body
- Proceed carefully, making sure that you can see where you are going
- Lower the child or load, reversing the procedure for lifting
- Avoid crushing fingers or toes as you put the child or load down
- If you are carrying a load, position and secure it after putting it down
- Make sure that the child or load is rested on a stable base and in the case of the child ensure their safety in this new position
- Report any problems immediately, for example, strains and sprains. Where there are changes, for example to the activity or the load, the task must be reassessed.

The task

- Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury
- Avoid awkward movements such as stooping, reaching or twisting

- Ensure that the task is well designed and that procedures are followed
- Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying
- Minimise repetitive actions by re-designing and rotating tasks
- Ensure that there are adequate rest periods and breaks between tasks
- Plan ahead – use teamwork where the load is too heavy for one person.

The environment

- Ensure that the surroundings are safe. Flooring should be even and not slippery, lighting should be adequate, and the temperature and humidity should be suitable
- Remove obstructions and ensure that the correct equipment is available.

The individual

- Never attempt manual handling unless you have been trained and given permission to do so
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at risk of injury.
- Where applicable and age/stage appropriate encourage children to use ladders up to the changing table for nappy changes rather than lifting. Where this is not appropriate always follow the lifting process

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>23/02/2023</i>	<i>Louise de Chateaufieux and Eva Toth</i>	<i>22/02/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

26. MEDICATION

At l'Ecole du Parc, we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (see sickness and illness and infection control policies). If a child requires medicine we will obtain information about the child's needs for this, and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the nursery and these are set out below.

Medication prescribed by a doctor, dentist, nurse or pharmacist

(Medicines containing aspirin will only be given if prescribed by a doctor)

- Prescription medicine will only be given when prescribed by the above and for the person named on the bottle for the dosage stated
- Medicines must be in their original containers with their instructions printed in English
- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration on the appropriate form and another member of staff will check these details
- Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
 1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
 2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
 3. Parents must notify us **IMMEDIATELY** if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.
- The nursery will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist
- The parent must be asked when the child has last been given the medication before coming to nursery; and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication)
- If the child refuses to take the appropriate medication, then a note will be made on the form

- Where medication is “essential” or may have side effects, discussion with the parent will take place to establish the appropriate response.
- It should be noted that, unless prior arrangements have been made, headteachers will not accept responsibility for the administration of medication to pupils where:
 - the precise timing of the administration is crucial to the health of the child
 - some technical or medical knowledge and or specialist/training is required
 - intimate contact with the pupil is necessary. This would include the administration of rectal diazepam, assistance with catheters or the use of equipment for pupils with tracheostomies

Non-prescription medication (*these will not usually be administered*)

- The nursery will not administer any non-prescription medication containing aspirin
- The nursery will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought
- If the nursery feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse nursery care until the child is seen by a medical practitioner
- If a child needs liquid paracetamol or similar medication during their time at nursery, such medication will be treated as prescription medication with the *onus being on the parent to provide the medicine/*nursery providing one specific type of medication should parents wish to use this
- On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or anti-histamine in particular circumstances such as an increase in the child’s temperature or a wasp or bee sting. This form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the nursery CANNOT contact the parent
- An emergency nursery supply of fever relief (e.g. Calpol) and anti-histamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the nursery will make every attempt to contact the child’s parents. Where parents cannot be contacted then the nursery manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the nursery, the circumstances surrounding the need for this medication and the medical history of the child on their registration form.
- Giving non-prescription medication will be a last resort and the nursery staff will use other methods first to try and alleviate the symptoms (where appropriate). The child will be closely monitored until the parents collect the child
- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child’s name
- If any child is brought to the nursery in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the nursery. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the nursery, together with the times and dosage given
- The nursery DOES NOT administer any medication unless prior written consent is given for each and every medicine.

Injections, pessaries, suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The nursery will do all it can to make any reasonable

adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

Staff medication

All nursery staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or feel unwell and cannot meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy.

If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability to care for children they must inform their line manager and seek medical advice. *The nursery manager/person's line manager/registered provider will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in the class's locker/separate container where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored securely out of reach of the children, at all times. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

Storage

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children.

Emergency medication, such as inhalers and EpiPens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach. Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

This policy was adopted on	Signed on behalf of the nursery	Date for review
01/02/2023	<i>Louise de Chateaufieux and Eva Toth</i>	01/02/2024



27. MOBILE PHONE AND ELECTRONIC DEVICE USE

KEY POINTS

- Staff mobile phones must be kept in the school office during their working hours
- Photographs can only be taken with the school iPads and cameras
- School iPads and cameras are strictly prohibited in the toilet or nappy changing areas.

This policy refers to all electronic devices able to take pictures, record videos, send or receive calls and messages. This includes cameras, mobile telephones, tablets and any recording devices including smartwatches. More and more devices are technically, capable of connecting us to the outside world. We will adapt the policy to include all devices we deem necessary to safeguard children.

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

At l'Ecole du Parc, we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children receive good quality care and education. To ensure the safety and well-being of children we do not allow staff to use personal mobile phones, smartwatches and/or Fitbits during working hours.

We use mobile phones only to provide a means of contact in certain circumstances, such as outings. This policy should be used in conjunction with our online safety and acceptable IT use policies, to ensure children are kept safe when using the school devices online.

Staff must adhere to the following:

- Mobile phones/smartwatches/Fitbits are either turned off or on silent and not accessed during your working hours
- Mobile phones/smartwatches/Fitbits can only be used on a designated break and then this must be away from the children
- Mobile phones/smartwatches/Fitbits should be stored safely at the office at all times during the hours of your working day
- The use of school devices, such as tablets, must only be used for school purposes
- The school devices will not have any social media or messaging apps on them
- Any apps downloaded onto nursery devices must be done only by management. This will ensure only age and content appropriate apps are accessible to staff, or children using them
- Passwords/passcodes for nursery devices must not be shared or written down
- Only nursery owned devices will be used to take photographs or film videos
- Nursery devices will not be taken home with staff and will remain secure at the setting when not in use.
- In case of a personal emergency, all personal calls should be directed through the school's main telephone line: 0207 993 6460 (Garfield Road) / 0203 774 0081 (Stormont Road)

Parents' use of mobile phones and smartwatches

Parents are kindly asked to refrain from using their mobile telephones whilst in the school or when collecting or dropping off their children. We will ask any parents using their phone inside the school premises to finish the call or take the call outside. We do this to ensure all children are safeguarded and the time for dropping off and picking up is a quality handover opportunity where we can share details about your child

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

Parents are requested not to allow their child to wear or bring in devices that may take photographs or record videos or voices. This includes smart watches with these capabilities, such as Vtech. This ensures all children are safeguarded and also protects their property as it may get damaged or misplaced at the nursery.

Visitors' use of mobile phones and smartwatches

Visitors are not permitted to use their mobile phones or smart watches whilst at nursery and are asked to leave them in the office for the duration of their visit.

Photographs and videos

At l'Ecole du Parc, we recognise that photographs and video recordings play a part in the life of the nursery. We ensure that any photographs or recordings (including CCTV) taken of children in our nursery are only done with prior written permission from each child's parent and only share photos with parents in a secure manner. We will obtain this permission when each child is registered and update it on a regular basis to ensure that this permission is still valid.

We ask for individual permissions for photographs and video recordings for a range of purposes including: use in the child's learning journey (Tapestry); for display purposes; for promotion materials including our nursery website, brochure and the local press. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, that may be used in another child's learning journey. Photographs and videos will not be taken in areas where intimate care routines are carried out.

If a parent is not happy about one or more of these uses, we will respect their wishes and find alternative ways of recording their child's play or learning.

Staff are not permitted to take any photographs or recordings of a child on their own information storage devices e.g. cameras, mobiles, tablets or smartwatches and may only use those provided by the nursery. The nursery manager will monitor all photographs and recordings to ensure that the parents' wishes are met and children are safeguarded. Photographs or videos recorded on nursery mobile devices will be transferred to the correct storage device to ensure no images are left on these mobile devices.

Parents, and children, are not permitted to use any recording device or camera (including those on mobile phones or smartwatches) on the nursery premises without the prior consent of the manager.

During special events, e.g. Christmas or leaving parties, staff may produce group photographs to distribute to parents on request. In this case we will gain individual permission for each child before the event. This will ensure all photographs taken are in line with parental choice. We ask that photos of events such as Christmas parties are not posted on any social media websites/areas without permission from parents of all the children included in the picture.

At l'Ecole du Parc, we use tablets in the rooms to take photos of the children and record these directly on to their electronic learning journeys on Tapestry. We ensure that these devices are used for this purpose only and do not install applications such as social media or messaging sites on to these devices.

This policy was adopted on	Signed on behalf of the nursery	Date for review
01/12/2022	Louise de Chateaueux and Eva Toth	01/12/2023

64 Garfield Road
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Tel: 0207 993 6460
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2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

28. Monitoring Staff Behaviour Policy

At l'Ecole du Parc, we take the safety and welfare of our children and staff seriously. This policy ensures staff behave in an appropriate manner to act as a role model for and protect all children in their care. Within this policy, we will also ensure that any changes to staff behaviours or ways of working are closely monitored, discussed and supported to ensure all children are safeguarded throughout their time here.

Expected staff behaviour

Within our nursery we expect our staff to:

- Put our children first, their safety, welfare and ongoing development is the most important part of their role
- Behave as a positive role model for the children in their care by remaining professional at all times and demonstrating caring attitudes to all
- Work as part of the wider team, cohesively and openly
- Be aware of their requirements under the Statutory Framework for the EYFS and the nursery policies and procedures designed to keep children safe from harm whilst teaching children and supporting their early development
- React appropriately to any safeguarding concerns quickly and concisely in accordance to the nursery / Local authority procedures and training received
- Not share any confidential information relating to the children, nursery or families using the nursery
- Maintain the public image of the nursery and do nothing that will put the setting into disrepute
- Ensure that parental relationships are professional and external social relationships are not forged. If a relationship exists prior to the child starting at the setting, discussions with management will be held to ensure the relationship remains professional.
- Adhere to the Mobile Phone and Other Electronic Device policy and Social Networking policy
- Report to management immediately any changes in their personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication, any social service involvement with their own children.

Monitoring staff behaviour

Within the nursery we:

- Conduct regular peer observations using all staff and management, during which we observe interactions between staff and children
- Have regular supervisions with all staff in which ongoing suitability is monitored and recorded
- Have a whistleblowing policy that enables team members to discuss confidentially any concerns about their colleagues

- Operate staff suitability forms and clauses in staff contracts to ensure any changes to their suitability to work with children are reported immediately to management
- Ensure all new staff members are deemed suitable with the appropriate checks as detailed in the safeguarding policy.

Some behaviours that may cause concern and will be investigated further include:

- Change in moods
- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)
- Changes in the way they act towards the children or the other members of the team (becoming more friendly and close, isolation, avoidance, agitation etc.)
- Sudden outbursts
- Becoming withdrawn
- Secretive behaviours
- Missing shifts, calling in sick more often, coming in late
- Standards in work slipping
- Extreme changes in appearance.

Procedures to be followed:

If we have a concern about changes in staff behaviour within the nursery, an immediate meeting will be called with the individual and a member of management to ascertain how the person is feeling. We will aim to support the staff wherever possible and will put support mechanisms in place where appropriate.

Ultimately, we are here to ensure all staff are able to continue to work with the children as long as they are suitable to do so, but if any behaviours cause concern about the safety or welfare of the children then the safeguarding/child protection procedure will be followed as in the case of allegations against a team member and the Local Authority Designated officer (LADO) will be called.

All conversations, observations and notes on the staff member will be logged and kept confidential.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>01/03/2023</i>	<i>Louise de Chateaufvieux and Eva Toth</i>	<i>01/03/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

29. NAPPY CHANGING PROCEDURE

1. Children are changed on a regular basis straight after snack, after lunch and after the nap. Children are also changed whenever they soil their nappy.
2. The person responsible for the child wears disposable gloves in classes where wipes are used. In classes where cotton flannels are used, gloves are only worn for bowel movements.
3. Standing nappy changing is encouraged as long as the responsible adult can ensure that the child is properly cleaned. The nappy is only changed if it is soiled. If the nappy is dry, it is not changed.
4. When the changing table is used, it is cleaned with an antibacterial spray and disposable paper; the changing kit remains within reach. This way, the child is never left unattended.
5. Paper roll sheets are placed onto the mat.
6. Water, waterwipes or fabric wipes are used for wiping the child. If needed, protective cream is applied with tissue or cotton wool with parental written consent.
7. After each nappy changed, nappy, paper towel, soiled tissues and gloves etc. are disposed of in the nappy bin. Gloves are removed carefully to avoid any contaminating.
8. The adult in charge of the child washes their hands after each nappy change.
9. Each change is noted on the "nappy change" document and the initials of the adult in charge are indicated.

In case of diarrhoea infection, hands are thoroughly washed after each change using antibacterial soap. This infection is then reported to the office and everything that has been touched during the day is disinfected and cleaned by the cleaner (including door handles, taps, toys etc...)

29. PROCEDURE DE CHANGEMENT DE COUCHES

1. Les couches sont changées de manière régulière (après la collation, le déjeuner et la sieste) ainsi qu'après chaque selle.
2. La personne responsable de l'enfant est munie de gants jetables dans les classes ou des lingettes sont utilisées. Dans les classes ou des gants de toilette en coton sont utilisées, des gants ne sont portés que pour les selles.
3. Le change debout est encouragé dans la mesure où l'adulte responsable peut s'assurer du bon nettoyage de l'enfant. La couche n'est changée que si elle est souillée. En cas de couche sèche, la couche n'est pas changée.
4. Lorsque la table à langer est utilisée, elle est nettoyée avec un spray antibactérien et un papier jetable ; le nécessaire à langer reste à portée de main. Ainsi, l'enfant n'est en aucun cas laissé sans surveillance.
5. Une feuille de rouleau de protection est placée sur le matelas.
6. Des lingettes à base d'eau ou un gant de toilette sont utilisées pour nettoyer l'enfant. Si nécessaire, une crème protectrice est appliquée avec une lingette sèche ou du coton, avec autorisation écrite des parents.
7. Après chaque change, la couche, le papier de protection, et tout autre produit souillé (gants, etc..) sont jetés dans une poubelle à couches. Les gants sont enlevés avec soin afin d'éviter toute contamination.
8. Après chaque change, la personne responsable de l'enfant se lave méticuleusement les mains.
9. Chaque change est noté sur le document « nappy change » et les initiales de l'adulte en charge indiquées.

En cas de diarrhée, la personne responsable de l'enfant souffrant utilise du savon antibactérien et se sèche soigneusement les mains. Le bureau est alors informé et tout objet touché durant la journée est désinfecté et nettoyé par la personne responsable du nettoyage des locaux (poignées de portes, robinets, jouets etc...)

This policy was adopted on	Signed on behalf of the nursery	Date for review
06/10/2022	Louise de Chateaufieux and Eva Toth	07/10/2023

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

30. NO SMOKING, VAPING, ALCOHOL AND DRUGS POLICY

At l'Ecole du parc, we are committed to promoting children's health and well-being. This is of the upmost importance for the nursery.

NO SMOKING / VAPING

Smoking and the use of e-cigarettes has proved to be a health risk and therefore in accordance with legislation, the nursery operates a strict no smoking/vaping policy within its buildings and grounds. It is illegal to smoke in enclosed places.

All persons must abstain from smoking/vaping while on the premises. This applies to staff, students, parents, carers, contractors and any other visitors to the premises.

Staff accompanying children outside the nursery, are not permitted to smoke/vape. We also request that any parents accompanying nursery children on outings refrain from smoking/vaping while caring for the children.

If staff choose to smoke/vape during breaks they are asked to smoke/vape away from the main entrance/nursery premises.

We respect that smoking/vaping is a personal choice, although as an organisation we support healthy lifestyles. We follow Public Health England advice and aim to help staff and parents to stop smoking/vaping.

NO ALCOHOL AND DRUGS

We want to make sure that children are not exposed to adults who may be under the influence of alcohol or other substances that may affect their ability to care for them.

This policy is in line with the Health and Safety at Work Act 1974 and The Misuse of Drugs Act 1971. This should be read in conjunction with the Safeguarding and Child Protection Policy, Staff disciplinary Policy and Suitability of Staff Policy.

Alcohol

Under the Health and Safety at Work Act 1974, companies have a legal requirement to provide a safe working environment for all of their employees.

Anyone who arrives at the nursery clearly under the influence of alcohol will be asked to leave. If they are a member of staff, the nursery will investigate the matter and will initiate the disciplinary process as a result of which action may be taken, including dismissal. Staff can still be under the influence of alcohol the day after the night before and staff should be aware of this, ensuring this is not the case when starting work.

If they are a parent the nursery manager/designated safeguarding officer will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is

thought to be at risk the nursery will follow the safeguarding children/child protection procedure. If anyone arrives at the nursery in a car under the influence of alcohol the police will be contacted.

Staff, students, parents, carers, visitors, contractors etc. are asked not to bring alcohol on to the nursery premises.

Substance misuse

Anyone who arrives at the nursery under the influence of illegal drugs, or any other substance including medication, that affects their ability to care for children, will be asked to leave the premises immediately.

If they are a member of staff, an investigation will follow which may lead to consideration of disciplinary action, as a result of which dismissal could follow.

If they are a parent the nursery manager/designated safeguarding lead will judge if the parent is suitable to care for the child. This may involve calling the second contact on the child's registration form to collect them. If a child is thought to be at risk the nursery will follow the safeguarding children/child protection procedure.

The nursery manager will contact the police if anyone (including staff, students, volunteers, contractors and visitors) is suspected of being in possession of illegal drugs or if they are driving or may drive when under the influence of illegal drugs. If they are a member of staff serious disciplinary procedures will be followed.

If a member of staff is taking medication that may affect their ability to care for children, they must seek medical advice and inform the nursery manager as soon as possible to arrange for a risk assessment to take place. This will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after the children properly.

Any medication on the premises is stored securely, and out of reach of children, at all times.

If there are concerns around a member of staff who may have a drug or alcohol problem, but there is no evidence

If the nursery suspects there may be an issue with drugs or alcohol (either from observations, including poor performance, changes in behaviour and/or sickness; and/or staff feedback but there is no evidence that it is happening during working hours or that they are arriving at work under the influence of drugs or alcohol a meeting will be held with the member of staff and manager to investigate the health concerns.

Support and referral to appropriate services may be offered to the staff member, if this is considered appropriate. Confidentiality will be maintained at all times.

The staff member will be reminded of the disciplinary procedures that will apply if they attend work under the influence of drugs or alcohol.

Safeguarding/child protection

If a parent or carer is clearly over the alcohol limit, or under the influence of illegal drugs and it is believed the child is at risk, we will follow our safeguarding/child protection procedures, contact the local authority children's social care team and the police.

Staff will do their utmost to prevent a child from travelling in a vehicle driven by them and if necessary the police will be called.

Where an illegal act is suspected to have taken place, the police will be called.

This policy was adopted on	Signed on behalf of the nursery	Date for review
01/03/2023	Eva Toth and Louise de Chateaufieux	01/03/2024



31. ONLINE SAFETY

Our nursery is aware of the growth of internet and the advantages this can bring. However, it is also aware of the dangers it can pose and we strive to support children, staff and families to use the internet safely.

We refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations' to support this policy.

The Designated Safeguarding Lead is ultimately responsible for online safety concerns. All concerns need to be raised as soon as possible to Louise de Chateauxvieux (Garfield road) / Sophie Christophe Canonne (Stormont road).

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues classified within online safety is considerable, but can be categorized into three areas of risk:

- ✓ **Content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- ✓ **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- ✓ **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Within the nursery we aim to keep children, staff and parents safe online. Our safety measures include:

- Ensuring we have appropriate antivirus and anti-spyware software on all devices and update them regularly
- Ensuring content blockers and filters are on all our devices, e.g. computers, laptops, tablets and any mobile devices
- Ensuring all devices are password protected and screen locks.
- Monitoring all internet usage across the setting
- Providing secure storage of all nursery devices at the end of each day
- Ensuring no social media or messaging apps are installed on nursery devices
- Reviewing all apps downloaded onto devices ensuring they are age and content appropriate
- Using only nursery devices to record/photograph children in the setting
- Never emailing personal or financial information
- Reporting emails with inappropriate content to the internet watch foundation (IWF www.iwf.org.uk)
- Children are not permitted the use of any connected device
- Not permitting staff or visitors to access to the nursery Wi-Fi
- Providing training for staff, at least annually, in online safety and understanding how to keep children safe online.
- Staff model safe practice when using technology with children and ensuring all staff abide by an acceptable use policy; instructing staff to use the work IT equipment for matters relating to the children and their education and care.

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

- Making sure physical safety of users is considered including the posture of staff and children when using devices
- Being aware of the need to manage our digital reputation, including the appropriateness of information and content that we post online, both professionally and personally. This is continually monitored by the setting's management
- Ensuring all electronic communications between staff and parents is professional and takes place via the official nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents

If any concerns arise relating to online safety, then we will follow our safeguarding policy and report all online safety concerns to the DSL.

The DSL will make sure that:

- All staff know how to report a problem and when to escalate a concern, including the process for external referral
- All concerns are logged, assessed and actioned in accordance with the nursery's safeguarding procedures
- Parents are offered support and information regarding screen use and online safety
- Staff have access to information and guidance for supporting online safety, both personally and professionally
- Under no circumstances should any member of staff, either at work or in any other place, make, deliberately download, possess, or distribute material they know to be illegal, for example child sexual abuse material.

Cyber Security

This policy should be read in conjunction with your Data protection and Confidentiality Policy, Acceptable IT Use Policy and GDPR Privacy statement.

Good cyber security means protecting the personal or sensitive information we hold on children and their families in line with the Data Protection Act. We are aware that Cyber criminals will target any type of business including childcare and ensure all staff are aware of the value of the information we hold in terms of criminal activity e.g. scam emails. All staff are reminded to follow all the procedures above including backing up sensitive data, using strong passwords and protecting devices to ensure we are cyber secure.

To prevent any attempts of a data breach (which is when information held by a business is stolen or accessed without authorisation) that could cause temporary shutdown of our setting and reputational damage with the families we engage with we inform staff not to open any suspicious messages such as official-sounding messages about 'resetting passwords', 'receiving compensation', 'scanning devices' or 'missed deliveries'.

Staff are asked to report these to the manager as soon as possible and these will be reported through the NCSC Suspicious Email Reporting Service at report@phishing.gov.uk.

This policy was adopted on	Signed on behalf of the nursery	Date for review
13/07/2022	Louise de Chateauxieux and Eva Toth	12/07/2023



32. OUTDOOR PLAY

At l'Ecole du Parc, we recognise the importance of daily outdoor play and the physical development and are committed to ensure all children have daily access regardless of their age and stage of development. Where and when possible, this includes the children having free access to the outdoors allowing them the freedom to play indoors or out. We provide an inclusive outdoor play environment with areas for non-mobile children to freely explore. We make reasonable adjustments where required, in line with the Equality Act 2010. We go out to play with all children in all weathers (unless it is deemed unsafe).

We understand the vital role that learning outdoors has on children's learning and development as well as the importance of regular access to outdoor play in order to keep fit and healthy, develop children's large and fine motor skills, experience learning in a natural environment and access sunlight in order to absorb vitamin D more effectively. We also refer to The Chief Medical Office guidance on physical activity.¹

The outdoor areas, both within the nursery grounds and in the local community have a wealth of experiences and resources, which help children to learn and develop in a variety of ways, including independence, exploration and investigative skills, risk taking and self-esteem, all of which support children to develop skills now and for the future.

We take reasonable steps to ensure the safety of children through risk assessments whilst balancing the benefits to learning through providing an element of 'risky play'. This type of play allows children to explore and find their own boundaries in a safe environment with supportive practitioners. Staff are informed of the importance of safety procedures and are trained appropriately to ensure these procedures are followed effectively.

We ensure outdoor play is adequately supervised and we have robust safety checks in place, including regular head counts.

We obtain parental permission before any child leaves the nursery during the day. This includes short outings into the local community. There is more information in the outings policy.

We plan all outdoor play opportunities and outings to complement the early years curriculum, this includes providing children with purposeful activities and quality resources that support and follow their individual interests and the seven areas of learning and development. We plan both adult-led and child-initiated opportunities to enable children to learn and practice new skills, knowledge and behaviours. Where possible and in line with the children's needs we will also often have snacks and meals outdoors.

Where activities take place away from the setting (e.g. in the local forest) then a nursery mobile phone and first aid kit will be taken to ensure the safety of children at all times. A trained paediatric first aider will be present when away from the main setting.

We use this policy alongside the following policies to ensure the safety and welfare of children throughout their time outside:

- Health and Safety

¹ www.gov.uk/government/publications/uk-physical-activity-guidelines

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2 Stormont Road
London SW11 5EN
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- Sun Care
- Caring for Babies and Toddlers
- Lost Child Policy
- Parents and Carers as Partners
- Supervision of Children
- Safeguarding and Child Protection
- Outings.

This policy was adopted on	Signed on behalf of the nursery	Date for review
21/09/2022	Louise de Chateaueux and Eva Toth	20/09/2023

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

33. OUT OF HOURS BABYSITTING POLICY

KEY POINTS

- We recommend for staff to only babysit children from a different class to theirs.
- Staff members have a duty to keep all information about the school, the other children and their colleagues confidential.
- Staff members have a duty to keep all information obtained about the child they are babysitting confidential

This policy provides clarification regarding private arrangements between staff and parents/carers. We believe that in order to maintain professional boundaries at school, clear boundaries must exist between caring for a child at school and caring for a child in their home.

- Staff members are allowed to babysit the children from the setting in their own time. Arrangements should be made directly with the parent/carer outside of working hours and must not interfere with the operation of the school.
- Parents/carers entering into private arrangements with staff members accept that the nursery cannot be liable or responsible for any occurrence or eventuality, once the child has left school premises.
- In order to help parents/carers and staff maintain professional boundaries, we strongly recommend for staff to only babysit children from a different class to theirs.
- Staff members should carefully consider the potential consequences of such arrangements and whether their ability to carry out their role in the setting will in any way be compromised.
- Staff members have a duty to keep all information obtained about the child they are babysitting for confidential, i.e. not share information obtained at home within their professional environment. If a safeguarding concern arises whilst babysitting the child, the member of staff should inform IPOC as is their duty as a citizen (not as a staff member).
- Staff members have a duty to keep all information about the school, the other children and their colleagues confidential, i.e. not share information obtained at school whilst babysitting. This is part of their contractual duties.
- The nursery will not be held responsible for any health and safety or other issues that may arise from these private arrangements
- The nursery has a duty to safeguard all children whilst on our premises and in the care of our staff, but this duty does not extend to private arrangements between staff and parents/careers outside of nursery hours
- In some cases, staff members are allowed to take children straight from the school to the child's home for them to baby sit. In this case, the staff member should be added to the "Billet de sortie" / "Permission to pick-up a child".

This policy was adopted on	Signed on behalf of the nursery	Date for review
10/12/2022	Louise de Chateaueux and Eva Toth	10/12/2023

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
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stormont@ecoleduparc.co.uk

34. OVERALL APPROACH TO RISK ASSESSMENT

At l'Ecole du Parc, we take all reasonable steps to ensure staff and children in our care are not exposed to risks. We promote the safety of children, parents, staff and visitors by reviewing and reducing any risks.

Risk assessments

Risk assessments document the hazards/aspects of the environment that needs to be checked on a regular basis. These include who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how this will be monitored and checked and by whom.

The nursery carries out written risk assessments regularly (at least annually). These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced or new activity/experience; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks.

All outings away from the nursery are individually risk assessed and adequately staffed with paediatric first aid trained practitioners. For more details please refer to the visits and outings policy.

This policy was adopted on	Signed on behalf of the nursery	Date for review
08/02/2023	Louise de Chateaufieux and Eva Toth	07/02/2024

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

35. PARENTS AND CARERS AS PARTNERS

At l'Ecole du Parc, we welcome all parents as partners and support a two-way sharing of information that helps establish trust and understanding. We are committed to supporting parents in an open and sensitive manner and include them as an integral part of the care and early learning team within the nursery. Working together ensures we can meet the individual needs of the family and child and provide the highest quality of care and education.

The key person system supports engagement with all parents and we use strategies to ensure that all parents can contribute to their child's learning and development. We ask parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress. We encourage parents to support and share information about their children's learning and development at home via Tapestry and the Cahier de vie and the key person seeks to engage them in guiding their child's development at home too. The key person system ensures all practitioners use effective, targeted strategies and interventions to support learning that match most children's individual needs.

Our policy is to:

- Recognise and support parents as their child's first and most important educators and to welcome them into the life of the nursery
- Generate confidence and encourage parents to trust their own instincts and judgement regarding their own child
- Welcome all parents into the nursery at any time and provide an area where parents can speak confidentially with us as required
- Ensure nursery documentation and communications are provided in different formats / languages to suit each parent's needs.
- Ensure that all parents are aware of the nursery's policies and procedures. A detailed parent prospectus will be provided and our full policy documents will be sent to parents in the welcome email and available in paper format at all times in each classroom
- Maintain regular contact with parents to help us to build a secure and beneficial working relationship for their children
- Support parents in their own continuing education and personal development including helping them to develop their parenting skills and inform them of relevant conferences, workshops and training, where required
- Create opportunities for parents to talk to other adults in a secure and supportive environment through such activities as parents' evening, café des parents, family picnic.
- Inform parents about the range and type of activities and experiences provided for children, the daily routines of the setting, the types of food and drinks provided for children and events through our email information note
- Operate a key person system to enable parents to establish a close, working relationship with a named practitioner and to support two-way information sharing about each child's individual needs both in nursery and at home. Parents are given the name of the key person of their child and their role when the child starts for the school year.

- Inform parents on a regular basis about their child's progress and involve them in shared record keeping. Parents' evenings are held at least twice a year. The nursery consults with parents about the times of meetings to avoid excluding anyone
- Actively encourage parents to contribute to children's learning through sharing observations, interests and experiences from home via Tapestry and the Cahier de vie.
- Agree the best communication method with parents e.g. email, face-to-face, telephone.
- Consider and discuss all suggestions from parents concerning the care and early learning of their child and nursery operation
- Provide opportunities and support for all parents to contribute their own skills, knowledge and interests to the activities of the nursery including signposting to relevant services, agencies and training opportunities
- Inform all parents of the systems for registering queries, compliments, complaints or suggestions, and to check that these systems are understood by parents
- Make sure all parents have access to our written complaints procedure
- Share information about the Early Years Foundation Stage, young children's learning in the nursery, how parents can further support learning at home and where they can access further information
- Provide a written document between the parent(s) and the nursery regarding conditions of acceptance and arrangements for payment
- Respect the family's religious and cultural backgrounds and beliefs and accommodate any special requirements wherever possible and practical to do so
- Inform parents how the nursery supports children with special educational needs and disabilities
- Find out the needs and expectations of parents. We will do this through regular feedback via questionnaires, suggestion system and encouraging parents to review working practices. We will evaluate any responses and publish these for parents with an action plan to inform future, policy and staff development.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>02/05/2023</i>	<i>Louise de Chateaufvieux and Eva Toth</i>	<i>01/05/2024</i>



36. Prevent Duty and radicalization

KEY POINT

- Prevent young children from being drawn into extremism is a duty for schools.
- Early indicators will be reported to the Designated Safeguarding Lead / MASH

Extremism – the Prevent Duty

Working Together to Safeguard Children (2018) defines extremism. It states *“Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.*

Extremism is defined in the Counter Extremism Strategy 2015 as the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. We also regard calls for the death of members of our armed forces as extremist”

Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have “due regard” to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police (If you are in a Prevent priority areas the local authority will have a Prevent lead who can also provide support, add contact details here).

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It’s a gradual process so young people who are affected may not realise what’s happening.

Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation

- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts.

Alongside this we will be alert to any early signs in children and families who may be at risk of radicalisation, on which we will act and document all concerns when reporting further.

The NSPCC states that signs of radicalisation may be:

- isolating themselves from family and friends
- talking as if from a scripted speech
- unwillingness or inability to discuss their views
- a sudden disrespectful attitude towards others
- increased levels of anger
- increased secretiveness, especially around internet use.

We will tackle radicalisation by:

- Training all staff to understand what is meant by the Prevent Duty and radicalisation
- Ensuring staff understand how to recognise early indicators of potential radicalisation and terrorism threats and act on them appropriately in line with national and local procedures
- Make any referrals relating to extremism to the police (or the Government helpline) in a timely way, sharing relevant information as appropriate
- Ensure our nursery is an inclusive environment, tackle inequalities and negative points of view and teach children about tolerance through British Values
- Using the Government document Prevent Duty Guidance for England and Wales.¹

This policy was adopted on	Signed on behalf of the nursery	Date for review
23/11/2022	<i>Louise de Chateaufvieux and Eva Toth</i>	22/11/2023

¹ <https://www.gov.uk/government/publications/prevent-duty-guidance>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

37. QUALITY OF EDUCATION PROVIDED

At l'Ecole du Parc, we are passionate about providing high quality care and education for all children. High quality care leads directly to better outcomes for our children and all staff are committed to providing children with the best possible start in life and enable them to reach their full potential.

As part of our quality practice we ensure children receive the highest quality care and education by:

- Having high expectations for all children so they can achieve the best outcomes
- Building close attachments with children so they feel safe, secure, happy and can thrive
- Developing close relationships with families so together we can best support the child's individual learning and development
- Implementing all of the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS)
- Ensuring that the EYFS learning and development requirements are embedded including providing a curriculum that is underpinned by the EYFS principles, educational programmes and seven areas of learning and development
- Reflecting on all areas of practice and striving towards the Ofsted grade descriptors for Outstanding quality indicators
- Ensuring all the EYFS assessment requirements are met including the planning, observation, assessment and next steps and that they are linked to each individual child's needs and interests and are evaluated for effectiveness
- Having a highly qualified, skilled staff team that understand what is meant by high quality practice and how to deliver this Deploying staff appropriately to meet the individual needs of all children
- Creating and achieving the nurseries quality vision, mission and outcomes
- Consistently delivering high quality practice and teaching that makes a difference to children's daily experiences
- Ensuring a solid understanding of the importance of pedagogy and child development amongst all practitioners
- Ensuring that the environment, resources and provision is of high quality both indoors and out; monitoring resources and equipment ensuring these are risk assessed, and fit for purpose
- Providing children with wonderful experiences and opportunities giving them the best start in life
- Valuing continuous professional development for all staff and accessing a variety of training and development to support the needs of the children in the nursery
- Appropriately assessing children's learning and development and recognising where children may need support and acting on this quickly
- Evaluating the effectiveness of training and link to the outcomes for children
- Ensuring all staff are confident and supported in their roles and have the training and skills they need to be able to perform their roles
- Conducting regular supervision meetings with all team members to ensure all staff are supported to be the best they can be

- Using peer on peer observations to share, discuss and improve practice across the setting
- Monitoring all practice and feedback ideas for improvement
- Undertaking a quality improvement programme to ensure quality is embedded throughout the nursery
- Engaging with families and carers and supporting the home learning environment
- Operating a robust and embedded quality improvement and evaluation process across the whole setting that includes all parties such as practitioners, children, parents and external partners.

The school must:

- Enable pupils to develop self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong
- Enable pupils to accept responsibility for their behaviour, show initiative, understand how they can contribute to community life
- Enable pupils to appreciate and respect their culture and that of other

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>19/10/2022</i>	<i>Louise de Chateaufieux and Eva Toth</i>	<i>18/10/2023</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

38. SAFE AND RESPECTFUL CARE

KEY POINTS FOR STAFF:

- Discourage inappropriate behaviour from staff: tickling, boisterous play, lying down on the floor with children, inappropriate questions, giving or asking for kisses
- Give cuddles only when sought by children needing comfort
- Children may sit on adults' laps only if it is to answer a need (emotional comfort / supporting attention)
- Always be respectful of the children and families

The safe and respectful care policy may complement the Intimate Care Policy.

At l'Ecole du Parc we believe that all children need to feel safe, secure and happy. This involves nursery staff being responsive to children's needs, whilst maintaining professionalism. This includes giving children cuddles and changing children's nappies or clothes.

To promote good practice and to minimise the risk of allegations we have the following guidelines:

- Although we recognise in certain circumstances it is appropriate to cuddle children, we give cuddles only when sought by children needing comfort to support their emotional development. Staff are advised to do this in view of other children and practitioners, whenever possible. We recognise that there may be occasions where it is appropriate for this to happen away from others, such as when a child is ill. In these circumstances, staff are advised to leave the door open. It is the duty of all staff and the manager to ensure that children are appropriately comforted and to monitor practice.
- When changing children's nappies or soiled/wet clothing, we leave the doors open, where appropriate
- We discourage inappropriate behaviour such as over tickling, over boisterous play, giving or asking for kisses or inappropriate questions such as asking children to tell them they love them and we advise staff to report any such observed practice
- Children may sit on adults' laps only if it is to answer a need (emotional comfort / supporting attention)
When sitting on adults' laps, we encourage children to face outward (not tummy to tummy)
- Staff are respectful of each other and the children and families in the nursery and do not use inappropriate language or behaviour, including during breaks
- All staff are aware of the whistleblowing procedures and the manager visits the rooms throughout the week to ensure safe practices.

If a parent or member of staff has concerns or questions about safe care and practice procedures or behaviour they consider as inappropriate, including between staff members, they are urged to see the manager at the earliest opportunity. Management will challenge inappropriate behaviour in line with the supervision/disciplinary or whistleblowing procedures. If the concern relates to the manager and/or nursery owner then parents should contact Ofsted **0300 123 1231** or the local safeguarding partner (LSP) **07974 586 461**.

This policy was adopted on	Signed on behalf of the nursery	Date for review
05/05/2022	<i>Louise de Chateaufieux and Eva Toth</i>	05/05/2023



39. SAFE RECRUITMENT OF STAFF

At l'Ecole du Parc, we are vigilant in our recruitment procedures aiming to ensure that all people working looking after children are suitable to fulfil the requirements of their role. We have effective systems in place to ensure that practitioners and any other person who may have regular contact with children are suitable.

We follow this procedure each and every time we recruit a new member of staff to join our team.

Legal requirements

- We abide by all legal requirements relating to safe recruitment set out in the Statutory Framework for the Early Years Foundation Stage (EYFS) and accompanying regulations including our legal responsibilities under the Equality Act 2021
- We also follow any requirements or guidance given by the Disclosure and Barring Service (DBS) in relation to carrying out checks; and abide by the employer's responsibilities relating to informing the DBS of any changes to the suitability of their staff, whether this member of staff has left the nursery or is still under investigation. Please refer to the child protection/safeguarding policy for further information.

Advertising

- We use our website and Indeed to advertise for any vacancies
- We ensure that all recruitment literature includes details of our equal opportunities policy and our safe recruitment procedures; including an enhanced DBS check and at least two independent references for every new employee. We also include the requirement for an additional criminal records check (or checks if more than one country) for anyone who has lived or worked abroad.

Interview stage

- We shortlist all suitable candidates against a pre-set specification and ensure all applicants receive correspondence regardless of whether they are successful in reaching the interview stage or not
- The manager decides the most appropriate people for the interview panel. There will be at least two people involved in the overall decision making
- At the start of each interview all candidates' identities are checked using, for example, their passport and/or photo card driving licence. All candidates are required to prove they are eligible to work in the UK. The interview will also cover any gaps in the candidate's employment history
- All candidates reaching the interview stage are questioned using the same set criteria and questions. These cover specific areas of childcare, including safeguarding the children in their care, planning suitable activities to enhance the child's development and their understanding of the legal frameworks applied to childcare and used in the nursery. The questions are value based and will ensure the candidate has the same values as the nursery with regards to the safety and welfare of the children in their care

- Candidates will be given a score for their answers including a score for their individual experience and qualifications
- Every shortlisted candidate will be asked to take part in a supervised practical exercise which will involve spending time in a particular age group in the nursery interacting with the children, staff and where appropriate parents
- The manager and the office members will then select the most suitable person for this position based on these scores and their knowledge and understanding of the early years framework as well as the needs of the nursery
- Every candidate will receive communication from the nursery stating whether they have been successful or not. Unsuccessful candidates are offered feedback.

Starting work

- The successful candidate will be offered the position subject to at least two references from previous employment or, in the case of a newly qualified student, their tutor and a personal or professional reference. These references will be taken up BEFORE employment commences. This may be verbal initially and then followed up with a written reference which will form part of their personnel file
- The successful candidate will be asked to provide proof of their qualifications, where applicable. All qualifications will be checked and copies taken for their personnel files where applicable
- Prior to employment but after the job has been offered a health check questionnaire will be given to the employee and its results will be taken into account in making an overall decision about suitability. The nursery reserves the right to take any further advice necessary in relation to a person's physical and mental fitness to carry out their role. Please see the absence management policy for more details about how the nursery manages health problems including access to medical records
- All new starters, other than those who have registered for the continuous updating service (see below), will be subject to an enhanced Disclosure and Barring Service (DBS) check. This will be initiated before the member of staff commences work in the nursery and they will not have unsupervised access to any child or their records before this check comes back clear. Further to this, the new starter will not be allowed to take photographs of any child, look at their learning and development log or change the nappy of any child without an up-to-date enhanced DBS check (whether supervised or not)
- An additional criminal records check (or checks if more than one country) should also be made for anyone who has lived or worked abroad
- The nursery will record and retain details about the individual including staff qualifications, identity checks carried out and the vetting process completed. This will include the disclosure and barring service reference number, the date the disclosure was obtained and details of who obtained it. The nursery will not retain copies of the disclosure itself once the employment decision is taken
- There may be occasions when a DBS check is not clear but the individual is still suitable to work with children. This will be treated on an individual case basis and at the manager's/owner's discretion taking into account the following:
 - seriousness of the offence or other information
 - accuracy of the person's self-disclosure on the application form
 - nature of the appointment including levels of supervision
 - age of the individual at the time of the offence or other information
 - the length of time that has elapsed since the offence or other information
 - relevance of the offence or information to working or being in regular contact with children.

- If the individual has registered on the DBS system since 17 July 2013, managers may use the update service with the candidate's permission instead of carrying out an enhanced DBS check
- New starters are required to sign (either application form, contract or separate form) to state that they have no criminal convictions, court orders or any other reasons that disqualify them from working with children or unsuitable to do so
- All new members of staff will undergo an intensive induction period during which time they will read and discuss the nursery policies and procedures and be assigned a 'mentor/ buddy' who will introduce them to the way in which the nursery operates
- During their induction period all new staff will receive training on how to safeguard children in their care and follow the Safeguarding Children/Child Protection policy and procedure, emergency evacuation procedures, equality policy and health and safety issues
- The new member of staff will have regular meetings with the manager and their 'mentor/buddy' during their induction period to discuss their progress, support required and/or further training and professional development opportunities.

Ongoing support and checks

- All staff are responsible for notifying the manager in person if any there are any changes to their circumstances that may affect their suitability to work with children (staff suitability status will also be checked through an annual 'staff suitability questionnaire'). This includes any incidents occurring outside the nursery. Staff will face disciplinary action should they fail to notify the manager **immediately**
- All members of staff will update a health questionnaire on an annual basis to ensure management have a good knowledge of any changes that may require support or additional resources to aid them to carry out their day-to-day duties. This will also be discussed at staff supervisions/review meetings. Management may require this more regularly where health circumstances change. There are more details about how the nursery deals with any health problems in the absence management policy
- The nursery heads will review any significant changes to an individual's circumstances that may suggest they are no longer suitable to work with children and take appropriate action to ensure any unsuitable or potentially unsuitable employee does not have unsupervised contact with children until the matter is resolved. Please see the Disciplinary Policy for further details
- Every member of staff will have two meetings a year with the manager: a formal appraisal and a more informal review. This will provide an opportunity for the manager and member of staff to discuss training needs for the following six months as well as evaluate and discuss their performance in the previous six months
- The manager and room leaders will be responsible for any support the staff team may have between these reviews. This includes mentor support, one-to-one training sessions, ongoing supervision, work-based observations and constructive feedback
- The nursery will provide appropriate opportunities for all staff to undertake professional development and training to help improve the quality of experiences provided for children.

This policy was adopted on	Signed on behalf of the nursery	Date for review
23/02/2023	<i>Eva Toth and Louise de Chateauvieux</i>	22/02/2024

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



40. POLICY AND PROCEDURES ON CHILD PROTECTION AND SAFEGUARDING **(Promoting and safeguarding the welfare of children)**

DSL: Louise de Chateauvieux (Garfield Road) / Sophie Christophe Canonne (Stormont Road)

Deputy: Géraldine Gonzalez (Garfield road) / Louise de Chateauvieux (Stormont Road)

It is your duty to share concerns with the DSL, deputy DSL, LADO or MASH.

The four types of abuse are: Physical, Emotional, Neglect and Sexual ("PENS").

Contact MASH for concerns related to a child and LADO for concerns related to staff members

At l'Ecole du Parc, we work with children, parents, external agencies and the community to ensure the welfare and safety of children and to give them the very best start in life. Children have the right to be treated with respect, be helped to thrive and to be safe from any abuse in whatever form.

We support the children within our care, protect them from maltreatment and have robust procedures in place to prevent the impairment of children's health and development. In our setting we strive to protect children from the risk of radicalisation and we promote acceptance and tolerance of other beliefs and cultures (please refer to our inclusion and equality policy for further information). Safeguarding children is everybody's responsibility. All staff, students, any supply staff and visitors are made aware of and asked to adhere to, the policy.

Safeguarding is a much wider subject than the elements covered within this single policy, therefore this document should be used in conjunction with the nursery's other policies and procedures including:

- Online safety
- Prevent Duty and Radicalisation
- Domestic Abuse, Honour Based Abuse (HBA) and Forced Marriage
- Looked After Children
- Monitoring staff behaviour
- Social networking
- Mobile phone and electronic device use
- Safe recruitment of staff
- Disciplinary
- Grievance
- Promoting positive behaviour

Legal framework and definition of safeguarding

- Children Act 1989 and 2004

- Childcare Act 2006 (amended 2018)
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2021
- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2020
- Data Protection Act 2018
- What to do if you're worried a child is being abused 2015
- Counter-Terrorism and Security Act 2015.
- Inspecting Safeguarding in Early years, Education and Skills settings 2019
- Prevent Duty 2015

Safeguarding and promoting the welfare of children, in relation to this policy is defined as:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

(Definition taken from the HM Government document 'Working together to safeguard children 2018').

Policy intention

To safeguard children and promote their welfare we will:

- Create an environment to encourage children to develop a positive self-image
- Provide positive role models and develop a safe culture where staff are confident to raise concerns about professional conduct
- Ensure all staff are able to identify the signs and indicators of abuse, including the softer signs of abuse, and know what action to take
- Encourage children to develop a sense of independence and autonomy in a way that is appropriate to their age and stage of development
- Provide a safe and secure environment for all children
- Promote tolerance and acceptance of different beliefs, cultures and communities
- Help children to understand how they can influence and participate in decision-making and how to promote British values through play, discussion and role modelling
- Always listen to children
- Provide an environment where practitioners are confident to identify where children and families may need intervention and seek the help they need
- Share information with other agencies as appropriate.

The nursery staff are aware that abuse does occur in our society and we are vigilant in identifying signs of abuse and reporting concerns. Our practitioners have a duty to protect and promote the welfare of children. Staff working on the frontline with children and families are often the first people to identify a concern, observe changes in a child's behaviour or receive information relating to indicators of abuse. They may well be the first people in whom children confide information that may suggest abuse or to spot changes in a child's behaviour which may indicate abuse.

Our prime responsibility is the welfare and well-being of each child in our care. As such we believe we have a duty to the children, parents and staff to act quickly and responsibly in any instance that may come to our attention. This includes sharing information with any relevant agencies such as local authority services for Children's Social Care, family support, health professionals including health visitors or the police. All staff will work with other agencies in the best interest of the child, including as part of a multi-agency team, where needed.

The nursery aims to:

- Keep the child at the centre of all we do, providing sensitive interactions that develops and builds children's well-being, confidence and resilience. We will support children to develop an awareness of how to keep themselves safe, healthy and develop positive relationships
- Ensure staff are trained right from induction to understand the safeguarding and child protection policy and procedures, are alert to identify possible signs of abuse (including the signs known as softer signs of abuse), understand what is meant by child protection and are aware of the different ways in which children can be harmed, including by other children (peer on peer) through bullying or discriminatory behaviour.
- Be aware of the increased vulnerability of children with Special Educational Needs and Disabilities (SEND), isolated families and vulnerabilities in families; including the impact of toxic trio on children and Adverse Childhood Experiences (ACE's).
- Ensure that all staff feel confident and supported to act in the best interest of the child; maintaining professional curiosity around welfare of children and share information, and seek the help that the child may need at the earliest opportunity.
- Ensure that all staff are familiar and updated regularly with child protection training and procedures and kept informed of changes to local/national procedures, including thorough annual safeguarding newsletters and updates.
- Make any child protection referrals in a timely way, sharing relevant information as necessary in line with procedures set out by Wandsworth council.
- Ensure that information is shared only with those people who need to know in order to protect the child and act in their best interest.
- Keep the setting safe online, we refer to 'Safeguarding children and protecting professionals in early years settings: online safety considerations and use appropriate filters, checks and safeguards, monitoring access at all times and maintaining safeguards around the use of technology by staff, parents and visitors in the setting.
- Ensure that children are never placed at risk while in the care of nursery staff.
- Identify changes in staff behaviour and act on these as per the Staff Behaviour Policy.
- Take any appropriate action relating to allegations of serious harm or abuse against any person working with children or living or working on the nursery premises including reporting such allegations to Ofsted and other relevant authorities including the local authority.
- Ensure parents are fully aware of our safeguarding and child protection policies and procedures when they register with the nursery and are kept informed of all updates when they occur.
- Regularly review and update this policy with staff and parents where appropriate and make sure it complies with any legal requirements and any guidance or procedures issued by Wandsworth council.

Contact telephone numbers

Multi Agency Safeguarding Hub - All Referrals – MASH@wandsworth.gov.uk

Telephone - 020 8871 6622

Local Authority Designated Officer - Advice – LADO@wandsworth.gov.uk

Telephone – Anita Gibbons, LADO 07974 586 461

Designated Safeguarding Lead PVI settings - Matt Hutt

Tel: 020 8871 8820

Ofsted - 0300 123 1231

NSPCC 0808 800 5000

Ofsted 0300 123 1231

Emergency police 999

Non-emergency police 101

Government helpline for extremism concerns 020 7340 7264

Child exploitation and Online protection command (CEOP) <https://www.ceop.police.uk/safety-centre/>

Types of abuse and particular procedures followed

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused within a family, institution or community setting by those known to them or more rarely, a stranger.

This could be an adult or adults, another child or children.

What to do if you're worried a child is being abused, advice for practitioners (2015) and Working Together to Safeguard Children (2018)

The signs and indicators listed below may not necessarily indicate that a child has been abused, but will help us to recognise that something may be wrong, especially if a child shows a number of these symptoms or any of them to a marked degree.

Indicators of child abuse

- Failure to thrive and meet developmental milestones
- Fearful or withdrawn tendencies
- Unexplained injuries to a child or conflicting reports from parents or staff
- Repeated injuries
- Unaddressed illnesses or injuries
- Significant changes to behaviour patterns.

Softer signs of abuse as defined by National Institute for Health and Care Excellence (NICE) include:

Emotional states:

- Fearful
- Withdrawn
- Low self-esteem.

Behaviour:

- Aggressive
- Oppositional habitual body rocking.

Interpersonal behaviours:

- Indiscriminate contact or affection seeking
- Over-friendliness to strangers including healthcare professionals
- Excessive clinginess, persistently resorting to gaining attention
- Demonstrating excessively 'good' behaviour to prevent parental or carer disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour towards parents or carers
- Lack of ability to understand and recognise emotions
- Very young children showing excessive comforting behaviours when witnessing parental or carer distress.

Peer-on-peer abuse

We are aware that peer-on-peer abuse does take place, so we include children in our policies when we talk about potential abusers. This may take the form of bullying, physically hurting another child, emotional abuse or sexual abuse. We will report this in the same way we do for adults abusing children, and will take advice from the appropriate bodies on this area; to support for both the victim and the perpetrator, as they could also be a victim of abuse. We know that children who develop harmful sexual behaviour have often experienced abuse and neglect themselves.

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

All children can suffer injuries during their early years as they explore and develop. If an explanation of how a child received their injury doesn't match the injury itself or if a child's injuries are a regular occurrence or there is a pattern to their injuries, then we will report our concerns.

Fabricated illness

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. The parent or carer may seek out unnecessary medical treatment or investigation; they may exaggerate a real illness and symptoms or deliberately induce an illness through poisoning with medication or other substances or they may interfere with medical treatments. Fabricated illness is a form of physical abuse and any concerns will be reported, in line with our safeguarding procedures.

Female genital mutilation (FGM)

FGM can also be known as Female Genital Cutting. FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death (definition taken from the Multi-Agency Statutory Guidance on Female Genital Mutilation).

The procedure may be carried out shortly after birth and during childhood as well as adolescence, just before marriage or during a woman's first pregnancy and varies widely according to the community.

FGM is child abuse and is illegal in the UK. It can be extremely dangerous and can cause:

- Severe pain
- Shock
- Bleeding
- Infection such as tetanus, HIV and hepatitis B and C
- Organ damage
- Blood loss and infections
- Death in some cases

Any concerns about a child or family, will be reported to the children's social care team in the same way as other types of physical abuse. We have a mandatory duty to report to police any case where an act of female genital mutilation appears to have been carried out on a girl under the age of 18.

Breast ironing/flattening

Breast ironing also known as "breast flattening" is the process where young girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear, or delay the development of the breasts entirely. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage.

Breast Ironing/Flattening is a form of physical abuse and can cause serious health issues such as:

- Abscesses
- Cysts
- Itching
- Tissue damage
- Infection

- Discharge of milk
- Dissymmetry of the breasts
- Severe fever.

Any concerns about a child or family, will be reported to the children's social care team in the same way as other types of physical abuse.

Sexual abuse

Sexual abuse involves forcing, or enticing, a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse; women can also commit acts of sexual abuse, as can other children.

Action must be taken if a staff member witnesses an occasion(s) where a child indicates sexual activity through words, play, drawing, has an excessive preoccupation with sexual matters; or has an inappropriate knowledge of adult sexual behaviour, or language, for their developmental age. This may include acting out sexual activity on dolls/toys or in the role-play area with their peers; drawing pictures that are inappropriate for a child, talking about sexual activities or using sexual language or words.

If a child is being sexually abused staff may observe both emotional and physical symptoms.

Emotional signs:

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Personality changes such as becoming insecure or clingy
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn
- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a carer
- Becoming worried about clothing being removed
- Suddenly drawing sexually explicit pictures or acting out actions inappropriate for their age
- Using sexually explicit language.

Physical Signs:

- Bruises
- Bleeding, discharge, pains or soreness in their genital or anal area
- Sexually transmitted infections
- Pregnancy

Any concerns about a child or family will be reported to the children's social care team.

Child sexual exploitation (CSE)

Keeping Children Safe in Education (2020) describes CSE as: where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or

female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

Signs and indicators may include:

- Physical injuries such as bruising or bleeding
- Having money or gifts they are unable to explain
- Sudden changes in their appearance
- Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women
- Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
- Using sexual language that you wouldn't expect them to know
- Engaging less with their usual friends
- Appearing controlled by their phone
- Switching to a new screen when you come near the computer
- Nightmares or sleeping problems
- Running away, staying out overnight, missing school
- Changes in eating habits
- Talk of a new, older friend, boyfriend or girlfriend
- Losing contact with family and friends or becoming secretive
- Contracting sexually transmitted diseases.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

If staff have any concerns regarding CSE or CCE, they will be reported in the usual way.

Emotional abuse

Working Together to Safeguard Children (2018) defines emotional abuse as 'the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development'. It may involve

conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Signs and indicators may include:

- Physical, mental and emotional development lags
- Sudden speech disorders
- Overreaction to mistakes
- Extreme fear of any new situation
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression
- Appear unconfident or lack self-assurance.

Action will be taken if the staff member has reason to believe that there is a severe, adverse effect on the behaviour and emotional development of a child, caused by persistent or severe ill treatment or rejection. Children may also experience emotional abuse through witnessing domestic abuse and alcohol and drug misuse by adults caring for them.

Neglect

Working Together to Safeguard Children (2018) defines Neglect as 'the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development'. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a. Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. Protect a child from physical and emotional harm or danger
- c. Ensure adequate supervision (including the use of inadequate caregivers)
- d. Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs may include a child persistently arriving at nursery unwashed or unkempt, wearing clothes that are too small (especially shoes that may restrict the child's growth or hurt them), arriving at nursery in the same nappy they went home in or a child having an illness or identified special educational need or disability that is not being addressed by the parent. A child may also be persistently hungry if a parent is withholding food or not providing enough for a child's needs.

Neglect may also be shown through emotional signs, e.g. a child may not be receiving the attention they need at home and may crave love and support at nursery. In addition, neglect may occur through pregnancy as a result of maternal substance abuse.

Action will be taken if the staff member has reason to believe that there has been any type of neglect of a child.

County Lines

The National Crime Agency (NCA) describe county lines as a term used to describe gangs and organised criminal networks involved in exporting illegal drugs from big cities into smaller towns, using dedicated mobile phone lines or other form of 'deal line.' Customers will live in a different area to where the dealers and networks are based, so drug runners are needed to transport the drugs and collect payment.

Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Signs and indicators to be aware of include:

- Changes in the way young people you might know dress
- Unexplained, sometimes unaffordable new things (e.g. clothes, jewellery, cars etc.)
- Missing from home or schools and/or significant decline in performance
- New friends or relationships with those who don't share any mutual friendships with the victim or anyone else
- May be carrying a weapon
- Receiving more texts or calls than usual
- Sudden influx of cash, clothes or mobile phones
- Unexplained injuries
- Significant changes in emotional well-being
- Young people seen in different cars/taxis driven by unknown adults
- Young people seeming unfamiliar with your community or where they are
- Truancy, exclusion, disengagement from school
- An increase in anti-social behaviour in the community
- Unexplained injuries
- Gang association or isolation from peers or social networks.

Cuckooing

Cuckooing is a form of county lines crime in which drug dealers take over the home of a vulnerable person in order to criminally exploit them as a base for drug dealing, often in multi-occupancy or social housing properties. Signs that this is happening in a family property may be an increase in people entering or leaving the property, an increase in cars or bikes outside the home; windows covered or curtains closed for long periods, family not being seen for extended periods; signs of drug use or an increase in anti-social behaviour at the home. If we recognise any of these signs, we will report our concerns as per our reporting process.

If staff have any concerns regarding county lines/cuckooing they will be reported in the usual way.

Contextual safeguarding-

As young people grow and develop they may be vulnerable to abuse or exploitation from outside their family. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online.

As part of our safeguarding procedures we will work in partnership with parents/carers and other agencies to work together to safeguard children and provide the support around contextual safeguarding concerns.

Domestic Abuse / Honour Based Abuse / Forced Marriages

We look at these areas as a child protection concern. Please refer to the separate policy for further details on this.

Extremism – the Prevent Duty

Under the Counter-Terrorism and Security Act 2015 we have a duty to safeguard at risk or vulnerable children under the Counter-Terrorism and Security Act 2015 to have “due regard to the need to prevent people from being drawn into terrorism and refer any concerns of extremism to the police (In Prevent priority areas the local authority will have a Prevent lead who can also provide support).

Children can be exposed to different views and receive information from various sources. Some of these views may be considered radical or extreme. Radicalisation is the way a person comes to support or be involved in extremism and terrorism. It’s a gradual process so young people who are affected may not realise what’s happening.

Radicalisation is a form of harm. The process may involve:

- Being groomed online or in person
- Exploitation, including sexual exploitation
- Psychological manipulation
- Exposure to violent material and other inappropriate information
- The risk of physical harm or death through extremist acts

We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific details.

Online Safety

We take the safety of our children very seriously and this includes their online safety. Please refer to the Online Safety policy for further details.

Human Trafficking and Slavery

Please refer to our Human Trafficking and Slavery policy for detail on how we keep children safe in this area.

Adult sexual exploitation

As part of our safeguarding procedures we will also ensure that staff and students are safeguarded from sexual exploitation.

Up skirting

Up skirting involves taking a picture of someone’s genitals or buttocks under their clothing without them knowing, either for sexual gratification or in order to humiliate, or distress, the individual. This is a criminal offence and any such action would be reported following our reporting procedures.

Child abuse linked to faith or belief (CALFB)

Child abuse linked to faith or belief (CALFB) can happen in families when there is a concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs)
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context)
- Ritual or multi murders where the killing of children is believed to bring supernatural benefits, or the use of their body parts is believed to produce potent magical remedies
- Use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not an exhaustive list and there will be other examples where children have been harmed when adults think that their actions have brought bad fortune.

Reporting Procedures

All staff have a responsibility to report safeguarding/child protection concerns and suspicions of abuse. These concerns will be discussed with the designated safeguarding lead (DSL) as soon as possible.

- Staff will report their concerns to the DSL, Louise de Chateaueux (Garfield road) or Sophie Christophe Canonne (Stormont road) (in the absence of the DSL they will be reported to the Deputy DSL)
- Any signs of marks/injuries to a child or information a child has given will be recorded and stored securely
- For children who arrive at nursery with an existing injury, a form will be completed along with the parent's/carers explanation as to how the injury happened. Staff will have professional curiosity around any explanations given, any concerns around existing injury's will be reported
- If appropriate, any concerns/or incidents will be discussed with the parent/carers and discussions will be recorded. Parents will have access to these records on request in line with GDPR and data protection guidelines.
- If there are queries/concerns regarding the injury/information given, then the following procedures will take place:

The designated safeguarding lead will:

- Contact the Local Authority children's social care team to report concerns and seek advice immediately, or as soon as it is practical to do so. If it is believed a child is in immediate danger, we will contact the police. If the safeguarding concern relates to an allegation against an adult working or volunteering with children then the DSL will follow the reporting allegations procedure (see below)
- Record the information and action taken relating to the concern raised
- Speak to the parents (unless advised not to do so by LA children's social care team)
- The designated safeguarding lead will follow up with the Local Authority children's social care team if they have not contacted the setting within the timeframe set out in Working Together to Safeguarding Children (2018). We will never assume that action has been taken.

Keeping children safe is our highest priority and if, for whatever reason, staff do not feel able to report concerns to the DSL or deputy DSL they should call the Local Authority children's social care team, the Police or the NSPCC and report their concerns anonymously.

These contact numbers are displayed in the entrance corridor, at the office and in each classroom.

Responding to a spontaneous disclosure from a child

If a child starts to talk openly to a member of staff about abuse they may be experiencing, then staff will:

- Give full attention to the child or young person
- Keep body language open and encouraging
- Be compassionate, be understanding and reassure them their feelings are important using phrases such as 'you've shown such courage today'
- Take time and slow down: show respect, pause and will not interrupt the child – let them go at their own pace
- Recognise and respond to their body language
- Show understanding and reflect back
- Make it clear you are interested in what the child is telling you
- Reflect back what they have said to check your understanding – and use their language to show it's their experience
- Reassure the child that they have done the right thing in telling you. Make sure they know that abuse is never their fault
- Never talk to the alleged perpetrator about the child's disclosure. This could make things a lot worse for the child.

(Information taken from NSPCC)

Any disclosure will be reported to the DSL and will be referred to the local authority children's social care team immediately, following our reporting procedures.

Recording Suspicions of Abuse and Disclosures

Staff should make an objective record of any observation or disclosure, supported by the DSL. This record should include:

- Child's name
- Date and time of the observation or the disclosure, location
- Exact words spoken by the child (word for word) and non-verbal communication
- Exact position and type of any injuries or marks seen
- Exact observation of any incident including any concern was reported, with date and time; and the names of any other person present at the time
- Any discussion held with the parent(s) (where deemed appropriate).

These records should be signed by the person reporting this and the DSL, dated and kept in a separate confidential file.

If a child starts to talk to an adult about potential abuse it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately. It is not the nursery's role to investigate, it is the role of statutory services to complete this.

Staff involved in a safeguarding case may be asked to supply details of any information/concerns they have with regard to a child. The nursery expects all members of staff to co-operate with the local authority children's social care, police, and Ofsted in any way necessary to ensure the safety of the children.

Staff must not make any comments either publicly or in private about the supposed or actual behaviour of a parent, child or member of staff.

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 authority children's social care team/police does not allow this to happen. This will usually be the case where the parent or family member is the likely abuser or where a child may be endangered by this disclosure. In these cases the investigating officers will inform parents.

Confidentiality

All suspicions, enquiries and external investigations are kept confidential and shared only with those who need to know. Any information is shared in line with guidance from the local authority. All staff, students and volunteers are bound by confidentiality and any information will not be discussed out of work, or this will become a disciplinary matter.

The Nursery has due regard to the data protection principles as in the Data Protection Act 2018 and General Data Protection Regulations (GDPR)¹. These do not prohibit the collection and sharing of personal information, even without consent if this would put the child at further risk. We will follow the principles around data collection and information sharing, and ensure any information is recorded and shared in an appropriate way.

Support to families

The nursery takes every step in its power to build up trusting and supportive relations among families, staff, students and volunteers within the nursery.

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The nursery continues to welcome the child and the family whilst enquiries are being made in relation to abuse in the home situation. Parents and families will be treated with respect in a non-judgmental manner whilst any external investigations are carried out in the best interest of the child.

Record Keeping

Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child, only if appropriate and in line with guidance of the local authority with the proviso that the care and safety of the child is paramount. We will do all in our power to support and work with the child's family.

The nursery keeps appropriate records to support the early identification of children and families that would benefit from support. Factual records are maintained in a chronological order with parental discussions. Records are reviewed regularly by the DSL to look holistically at identifying children's needs.

Allegations against adults working or volunteering with children

If an allegation is made against a member of staff, student or volunteer or any other person who lives or works on the nursery premises regardless of whether the allegation relates to the nursery premises or elsewhere, we will follow the procedure below.

An allegation against a member of staff/student/volunteer/supply staff or any other person may relate to a person who has:

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

The allegation should be reported to the senior manager on duty. If this person is the subject of the allegation then this should be reported to the DSL or deputy DSL instead.

We will follow our own local safeguarding partner's website information about how to report an allegation and we would also inform Ofsted immediately in order for this to be investigated by the appropriate bodies promptly. This includes:

- If as an individual you feel this will not be taken seriously or are worried about the allegation getting back to the person in question then it is your duty to inform the local authority children's social care team yourself directly
- The local authority children's social care team will be informed immediately for advice and guidance
- A full investigation will be carried out by the appropriate professionals (local authority children's social care team, Ofsted) to determine how this will be handled
- The nursery will follow all instructions from the local authority children's social care team and Ofsted and ask all staff members to do the same and co-operate where required
- Support will be provided to all those involved in an allegation throughout the external investigation in line with local authority children's social care team support and advice
- The nursery reserves the right to suspend any member of staff during an investigation, Legal advice will be sought to ensure compliance with the law.
- All enquiries/external investigations/interviews will be documented and kept in a locked file for access by the relevant authorities
- Founded allegations will be passed on to the relevant organisations including the local authority children's social care team and where an offence is believed to have been committed, the police will also be informed.
- Founded allegations will be dealt with as gross misconduct in accordance with our disciplinary procedures and may result in the termination of employment, Ofsted will be notified immediately of this decision along with notifying the Disclosure and Barring Service (DBS) to ensure their records are updated.

- All safeguarding records will be kept until the person reaches normal retirement age or for 21 years and 3 months if that is longer. This will ensure accurate information is available for references and future DBS checks and avoids any unnecessary reinvestigation
- The nursery retains the right to dismiss any member of staff in connection with founded allegations following an inquiry
- Unfounded allegations will result in all rights being reinstated
- A return to work plan will be put in place for any member of staff returning to work after an allegation has been deemed unfounded. Individual support will be offered to meet the needs of the individual staff member and the nature of the incident; this may include more frequent supervisions, coaching and mentoring and external support.

Monitoring children's attendance

As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern.

We ask parents to inform the nursery prior to their children taking holidays or days off, and all incidents of sickness absence should be reported to the nursery the same day so the nursery management are able to account for a child's absence.

This should not stop parents taking precious time with their children, by keeping us informed parents can help us to meet our statutory requirements and let us know that children are safe.

If a child has not arrived at nursery within one hour of their normal start time the parents will be contacted to ensure the child is safe and healthy. If the parents are not contactable then the emergency contacts numbers listed will be used to ensure all parties are safe. Staff will work their way down the emergency contact list until contact is established and we are made aware that all is well with the child and family. It is a parent's responsibility to keep their emergency contact details updated. If contact is still not established, we would assess if it would be appropriate to contact relevant authorities in order to them to investigate further.

Where a child is part of a child protection plan, or during a referral process, any absences will immediately be reported to the local authority children's social care team to ensure the child remains safe and well.

Looked after children

As part of our safeguarding practice we will ensure our staff are aware of how to keep looked after children safe. In order to do this we ask that we are informed of:

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or on an interim or full care order)
- Contact arrangements for the biological parents (or those with parental responsibility)
- The child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question.

Please refer to the Looked After Children policy for further details.

Staffing and volunteering

Our policy is to provide a secure and safe environment for all children. We follow safer recruitment practices including obtaining references and all staff employed to work with children will have enhanced criminal record checks from the Disclosure and Barring Service (DBS) before being able to carry out intimate care routines or have unsupervised contact with children.

We will obtain enhanced criminal records checks (DBS) for volunteers in the setting. Volunteers and visitors will never have unsupervised access to children.

All staff will attend child protection training and receive initial basic child protection training during their induction period. This will include the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery. During induction staff will be given contact details for the local authority children's social care team's, the local safeguarding children partnership and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.

Ongoing suitability of staff is monitored through:

- regular supervisions
- regular performance meetings
- safeguarding competencies
- regular review of DBS.

Designated Safeguarding Lead

We have named persons within the nursery who take lead responsibility for safeguarding and co-ordinate child protection and welfare issues, known as the Designated Safeguarding Leads (DSL), there is always at least one designated person on duty during the opening hours of the setting. The designated persons will receive comprehensive training at least every two years and update their knowledge on an ongoing basis, but at least once a year.

The nursery DSL's liaise with the local authority children's social care team, undertakes specific training, including a child protection training course, and receives regular updates to developments within this field. They in turn support the ongoing development and knowledge of the staff team with regular safeguarding updates.

DSL: Louise de Chateaufieux (Garfield Road) / Sophie Christophe Canonne (Stormont Road)

Deputy: Géraldine Gonzalez (Garfield road) / Louise de Chateaufieux (Stormont Road)

The role of the Designated Safeguarding Lead:

- Ensure that the settings safeguarding policy and procedures are reviewed and developed in line with current guidance; and develop staff understanding of the settings safeguarding policies
- Take the lead on responding to information from the staff team relating to child protection concerns
- Provide advice, support and guidance on an on-going basis to staff, students and volunteers.
- To identify children who may need early help or who are at risk of abuse
- To help staff to ensure the right support is provided to families
- To liaise with the local authority and other agencies with regard to child protection concerns
- Ensure the setting is meeting the requirements of the EYFS Safeguarding and welfare requirements
- To ensure policies are in line with the local safeguarding procedures and details
- Disseminate updates to legislation to ensure all staff are kept up to date with safeguarding practices
- To manage and monitor accidents, incidents and existing injuries; ensuring accurate and appropriate records are kept
- Attend case conferences and external safeguarding meetings, as requested, by external agencies.

The Nursery safeguards children and staff by;

- Providing adequate and appropriate staffing resources to meet the needs of all children.
- Informing applicants for posts within the nursery that the positions are exempt from the Rehabilitation of Offenders Act 1974. Candidates are informed of the need to carry out checks 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.

- Giving staff members, volunteers and students regular opportunities during supervisions and having an open door policy to declare changes that may affect their suitability to care for the children. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children.
- Requesting DBS checks every 3 years or we use the DBS update service (with staff consent) to re-check staff's criminal history and suitability to work with children at regular intervals.
- Abiding by the requirements of the EYFS and any Ofsted guidance in respect to obtaining references and suitability checks for staff, students and volunteers, to ensure that all staff, students and volunteers working in the setting are suitable to do so.
- Ensuring we receive at least two written references BEFORE a new member of staff commences employment with us.
- Ensuring all students will have enhanced DBS checks completed before their placement starts.
- Volunteers, including students, do not carry out any intimate care routines and are never left to work unsupervised with children.
- Abiding by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 (amended 2018) 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 will be reported to the Disclosure and Barring Services (DBS).
- Having procedures for recording the details of visitors to the nursery and take security steps to ensure that that no unauthorised person has unsupervised access to the children.
- Ensuring all visitors/contractors are supervised whilst on the premises, especially when in the areas the children use.
- Staying vigilant to safeguard the whole nursery environment and be aware of potential dangers on the nursery boundaries such as drones or strangers lingering. We will ensure the children remain safe at all times.
- Having a Staff Behaviour Policy that sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff sign up to this policy too to ensure any changes are reported to management so we are able to support the individual staff member and ensure the safety and care of the children is not compromised.
- Ensuring that staff are aware not to contact parents/carers and children through social media on their own personal social media accounts and they will report any such incidents to the management team to deal with.
- Ensuring that all staff have access to, and comply with, the whistleblowing policy, which provides information on how they can share any concerns that may arise about their colleagues in an appropriate manner. We encourage a culture of openness and transparency, and all concerns are taken seriously.
- Ensuring all staff are aware of the signs to look for of inappropriate staff behaviour, this may include inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images. This is not an exhaustive list, any changes in behaviour must be reported and acted upon immediately.
- Ensuring all staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training, safeguarding concerns and any needs for further support or training.
- Ensuring the deployment of staff within the nursery allows for constant supervision and support. Where children need to spend time away from the rest of the group, the door will be left ajar or other safeguards will be put into action to ensure the safety of the child and the adult.

We also operate a Phones and Other Electronic Devices and Social Media policy, which states how we will keep children safe from these devices whilst at nursery. This also links to our Online Safety policy.

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

Early help services

When a child and/or family would benefit from support but do not meet the threshold for Local Authority Social Care Team, a discussion will take place with the family around early help services.

Early help provides support as soon as a concern/area of need emerges, helping to improve outcomes and prevent escalation onto local authority services. Sometimes concerns about a child may not be of a safeguarding nature and relate more to their individual family circumstances. The nursery will work in partnership with parents/carers to identify any early help services that would benefit your child or your individual circumstances, with your consent, this may include family support, foodbank support, counselling or parenting services.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>10/02/2023</i>	Louise de Chateauvieux and Eva Toth	<i>09/02/2024</i>

Wandsworth Early Years Safeguarding Information

Multi Agency Safeguarding Hub (MASH)

All Referrals – MASH@wandsworth.gov.uk

Telephone - 020 8871 6622

Local Authority Designated Officer

Advice – LADO@wandsworth.gov.uk

Telephone – Anita Gibbons, LADO 07974 586 461

Service Manager - Safeguarding and the LADO

Lisa Tingle

Tel: 020 8871 5846

Email: lisa.tingle@richmondandwandsworth.gov.uk

Education Safeguarding Officer- Ameliah Rayn

Tel: 07929 86 2210

Email: Ameliah.Rayn@richmondandwandsworth.gov.uk

Designated Safeguarding Lead PVI settings - Matt Hutt

Tel: 020 8871 8820

Email: matt.hutt@richmondandwandsworth.gov.uk

Ofsted

0300 123 1231

enquiries@ofsted.gov.uk

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

41. SAFETY CHECKS

At l'Ecole du Parc, we take reasonable steps to ensure the safety of children, staff and others on the premises including carrying out safety checks on a regular basis in accordance with the timescales set out in the nursery checklists table at the end of this policy

These include daily safety checks of the premises, indoors and outdoors, and all equipment and resources before the children access any of the areas. The checks are recorded and show any issues and solutions.

(This policy should be read in conjunction with the fire safety, risk assessments, visits and outings and the equipment and resources policies).

All staff are trained in health and safety to raise awareness. Staff knowhow to recognise potential hazards including near misses in the nursery environment and monitor safety at all times.

Risk assessments (refer to the Overall Approach to Risk Assessment policy)

Risk assessments document the hazard, who could be harmed, existing controls, the seriousness of the risk/injury, any further action needed to control the risk, who is responsible for what action, when/how often will the action be undertaken, and how will this be monitored and checked and by whom.

The nursery carries out written risk assessments at least annually. These are regularly reviewed and cover potential risks to children, staff and visitors at the nursery. When circumstances change in the nursery, e.g. a significant piece of equipment is introduced or new activity/experience; we review our current risk assessment or conduct a new risk assessment dependent on the nature of this change.

All staff are trained in the risk assessment process to ensure understanding and compliance of how they manage risks.

All outings away from the nursery are individually risk assessed. For more details refer to the visits and outings policy.

Electrical equipment

Who checks	How often	Who
PAT testing	Annually	External provider

- All electrical cables are kept out of the reach of children wherever possible and shielded by furniture where they need to be at floor level

- We take a risk-based approach, considering the type of equipment and what it is being used for to make a decision whether to have certain electrical items Portable appliance testing (PAT) tested (as per HSE guidance)
- Electrical sockets are all risk assessed and any appropriate safety measures are in place to ensure the safety of the children.

Mains information

Locations of:

- Water stop tap: Front pavement at Garfield road, TBC at Stormont road
- Gas point: Cupboard in office at Garfield road, Storage room at Stormont road
- Fuse box: Cupboard in entrance hall at Garfield road, Storage room at Stormont road
- Main electricity box: Cupboard in entrance hall at Garfield road, Storage room at Stormont road

Dangerous substances

All dangerous substances including chemicals are kept in locked areas out of children's reach. All substances are kept in their original containers with their original labels attached. Safety Data Sheets (Control of Substances Hazardous to Health (COSHH)) and risk assessments are kept for all substances and the appropriate personal protection taken and used e.g. gloves, apron and goggles. These are managed by our cleaning company if products are used only by them.

Hot drinks and food

Hot drinks must only be consumed in the staff room. Parents cannot enter the school with a hot drink. No food containing nut can be brought to the school. Staff are asked to bring their own lunch and eat in the staff room or in a classroom if children are not present. Staff do not have lunch or dinner with the children.

Transport and outings

The nursery has a comprehensive documented policy relating to outings, which incorporates all aspects of health and safety procedures including the arrangements for transporting and the supervision of children when away from the nursery.

Room temperatures

- Staff should be aware of room temperatures in the nursery, ensure that they are suitable at all times and recorded on the appropriate sheet. The office can provide a thermometer to ensure this is monitored
- Staff must always be aware of the dangers of young children being too warm or too cold
- Temperatures should not fall below 16°C
- Where fans are being used to cool rooms, great care must be taken with regard to their positioning.

Water supplies

- A fresh filtered water drinking supply is available and accessible to all children, staff and visitors
- All hot water taps accessible to children are thermostatically controlled to ensure that the temperature of the water does not exceed 40°C.

Gas appliances

- All gas appliances are checked annually by a registered Gas Safety Register engineer
- Carbon monoxide detectors are fitted.

The checklists used in nurseries include:

		Frequency of review	Who
Daily checks	Opening check of classes	Daily	Classes
	Morning check of commun area	Daily	School assistant
	Morning check of kitchen	Daily	School assistant
	Morning check of playground	Daily	School assistant
FIRE	Fire doors check	Weekly	Fire marshal
	Fire alarm - Red box	Weekly	Fire marshal
	Escape route	Weekly	Fire marshal
	Emergency lighting check	Monthly	Fire marshal
	Extinguisher check	Monthly	Fire marshal
	Fire drills	Every term	Site manager
	Fire risk assessment	Yearly	External company
	Extinguisher service	Yearly	External company
	Fire alarm service	Every 6m	External company
	Emergency lighting service	Yearly	External company
FIRST AID	First aid and welfare checklist	Every term	Office
	1st aid kit content check	Every term	Teaching team
	First Aid provision risk assessment	Yearly	Office
WATER	Legionella assessment	Yearly	External company
ELECTRIC & GAS	PAT testing	Yearly	External company
	Electric certificate	Every 5 years	External company
	Gas servicing and certificate	Yearly	External company
OTHER	Thermometer calibration	Monthly	Office
	Entry system service	Yearly	External company
	Intruder alarm and CCTV	Yearly	External company
	Playground assessment	Yearly	External company
	Abestos	If needed	External company

This policy was adopted on	Signed on behalf of the nursery	Date for review
26/04/2023	Louise de Chateaueux and Eva Toth	25/04/2024

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

42. SCHOOL ETHOS

✓ **A caring and nurturing environment**

We aim to provide a caring and nurturing environment for children regardless of their family or social background or their abilities. This translates into our actions and behaviour, such as:

- Being available for each child and his/her parents at drop-off and pick up
- Listening to each child and being attentive to what he/she has to say
- Being mindful of the words and tone we use. For example, we always label actions, not children (“when you shout, it hurts my ear” rather than “you’re naughty”)

✓ **Foster confidence**

The child must be able to develop his/her confidence and self-esteem at school. The adult must trust the learning ability and development skills of the child. The teacher’s role is to:

- Develop each child’s independence by letting him/her take his/her time
- Foster the child’s confidence by giving him/her responsibilities

✓ **Foster a love of learning**

We want learning situations to be seamlessly integrated in a functional and playful way. We dedicate a lot of time and energy to free play and explorative games. These are crucial for the children to build up experiences that nourish a harmonious motor and intellectual development.

64 Garfield Road
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garfield@ecoleduparc.co.uk



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stormont@ecoleduparc.co.uk

43. SCHOOL FOOD POLICY

Information note for parents

A balanced nutritional diet is essential to children's growth and development

This is particularly important for children under the age of 5, whose growth is rapid and whose nutritional needs are very specific.

Our policy at Ecole du Parc is to offer balanced meals that are adapted to very young children's needs.

The school is aware that food tastes and preferences are established early on in a child's life and we wish to expose the children to a variety of foods, tastes and textures.

The school pays particular attention to the social aspect of meals with little children; there can be tricky moments because they are reluctant to try certain foods. Often, gentle music is played in the background during mealtimes and teachers encourage the children to eat without ever forcing them. Most importantly, teachers ensure that mealtimes remain pleasurable and a moment of calm!

Food Hygiene principles

Food Hygiene rules are strictly followed by all members of our team. They have all obtained a certificate in food handling. Additionally, all staff go through an annual refresher training in Food Hygiene.

We keep daily records of the fridge temperature and of the temperature of the food served to the children.

We are pleased to report that **we were awarded the maximum 5 star ratings** at our latest inspections by Wandsworth Environmental services in March 2021 (Stormont Road) and March 2022 (Garfield Road).

School snacks and meals

Morning snack: Every morning each child receives a morning snack of one of the following: fresh seasonal fruits / vegetables or fruit compote, and a glass of milk or water. We aim to offer organic food wherever possible.

Lunchtime:

- We have appointed a school caterer called Little Tums for all the children in our school.
- Little Tums <https://www.littletums.co.uk/> is a small organisation. We feel they match our precise requirements, in particular with dishes that are simple, tasty and enable the children to discover different flavours. On top of this, L'Ecole du Parc lunches are almost 100% organic, the meat is free-range, children are offered crudités twice a week and the food never contains any added salt.
- Little Tums menus are approved by an independent team of nutritionists and have been granted the Eat Out Start Well Award. The Eat Out Start Well Award ensures we offer children of a nursery school age a healthy balanced and nutritious meal through the food they receive from Little Tums. More information can be found here <http://www.eatouteatwell.org/pages/index.cfm>

- In collaboration with Little Tums, we have devised a **customised menu for l'Ecole du Parc**, which runs over three weeks in rotation with a wide variety of dishes. For pudding, as per our request, children are only offered fresh fruits or yoghurt, and a piece of cake such as sponge cake or apple crumble once a week.

Afternoon snack and tea (after-school care):

For the children attending the after-school care, a snack is offered around 3:30pm. It varies every day: dairy, bread and chocolate, dried fruit, French toast and jam...

For the children who attend the after-school care until 6pm, tea is served around 5:30pm. It is provided by our caterer Little Tums and the menu is sent to parents at the beginning of each term.

Food allergies

- There is a higher risk of allergic reaction caused by food in young children. This is especially prevalent with children under 3 years old. The school takes all necessary precautions to ensure risks are kept to a minimum. The school ensures that the food offered has a very low risk of allergic reactions.
- Furthermore, the school establishes a prevention and action plan for each child who has an allergy, whether from food or not.
- We have looked carefully at the way our food caterer is dealing with food allergies. We provide the caterer with a clear and detailed breakdown of children's allergies/food requirements. Any specific lunch requirements will then be prepared accordingly, in a separate area of their commercial kitchens, labelled clearly and delivered in individual sealed containers. All meals are prepared without nuts or pork as standard. As much as possible, the caterer Little Tums ensures that every customised "allergy" lunch looks the same as the regular lunches so that children never feel that they are missing out.

Water bottles

- Children are encouraged to drink throughout the day. A personal 350mL water bottle is freely accessible throughout the school day.
- Water bottles are filled by teachers every morning with freshly filtered water. They are rinsed at the end of each day and washed in our dishwasher at high temperature once a week.
- We are more and more conscious of the adverse effects of plastic. As part of our green school initiative, we use BPA-free stainless steel water bottles for all of the children.
- Once your child leaves the school they will keep the bottle as a keepsake of their time at l'Ecole du Parc.

Nut-free school

In recognition of the severe consequences of a nut exposure to our children with nut allergies, we are a nut-free school. This includes all events held at the school.

Comments and Suggestions

We are always delighted to receive parent's comments and suggestions on the menus and food that could be served at school. Whenever possible, we try to include the new ideas!



L'alimentation à l'Ecole du Parc

Un bon équilibre alimentaire est essentiel à la croissance et au développement de l'enfant

L'alimentation à l'école est particulièrement importante pour les enfants entre un et cinq ans en forte croissance et aux besoins nutritionnels très spécifiques.

A L'Ecole du Parc, nous accordons une grande importance au fait de proposer aux enfants des repas équilibrés et parfaitement adaptés à leurs besoins. L'Ecole est consciente du fait que les goûts et préférences s'affirment tôt dans la vie de l'enfant et nous souhaitons que les enfants soient exposés à une variété d'aliments et de textures.

L'Ecole accorde beaucoup d'importance à l'aspect social et convivial des repas. Parfois, des tensions peuvent apparaître lorsque les enfants refusent de manger un certain type d'aliment. Souvent, de la musique douce est diffusée en fond sonore ; les enseignantes encouragent les enfants à manger, sans toutefois les forcer. Les enseignantes s'assurent que les repas se déroulent toujours dans la sérénité.

Principes d'hygiène alimentaire

Tous les membres de l'équipe ont obtenu un certificat de formation en « food handling » et suivent strictement les règles d'hygiène alimentaire. De plus, toute l'équipe suit également une formation de révisions une fois par an. La température du réfrigérateur ainsi que celle de la nourriture servie aux enfants sont contrôlées et notées tous les jours.

Nous sommes ravies de vous annoncer que **nous avons obtenu la note maximale de 5 étoiles** lors de nos dernières inspections par Wandsworth Environmental Services en mars 2021 (Stormont Road) et mars 2022 (Garfield Road) respectivement.

Collations et repas

Collation du matin : tous les matins, chaque enfant se voit proposer un fruit de saison ou une compote de fruits, ainsi qu'un verre de lait ou d'eau. Nous nous efforçons de proposer des aliments issus de l'agriculture biologique à chaque fois que cela est possible.

Déjeuner

- Nous avons sélectionné l'entreprise Little Tums qui livre nos repas quotidiennement.
- Little Tums <https://www.littletums.co.uk/> est un traiteur à taille humaine. Nous les avons choisis car ils répondent à nos exigences, en particulier celle de proposer des plats simples, savoureux et permettant aux enfants de découvrir des saveurs différentes. De plus, les repas servis à l'Ecole du Parc sont presque entièrement biologiques, la viande provient d'animaux élevés en plein air, des crudités sont servies deux fois par semaine et les repas ne contiennent pas de sel ajouté.
- Les menus de Little Tums sont approuvés par une équipe indépendante de nutritionnistes et ont reçu un prix Eat Out Start Well. Le prix Eat Out Start Well Award entérine le fait de proposer aux enfants en bas âge des repas

sains et équilibrés. Pour plus d'informations, nous vous invitons à consulter le site <http://www.eatouteatwell.org/pages/index.cfm>.

- En collaboration avec Little Tums, **nous avons mis au point un menu personnalisé pour l'Ecole du Parc**. Le menu est varié et les plats changent tous les jours, avec un système tournant sur trois semaines. En dessert, à notre demande, les enfants se voient proposer uniquement un fruit frais ou un laitage, et une tranche de gâteau simple (génoise, crumble aux pommes) une fois par semaine. En tant qu'école verte, nous participons à l'initiative de Paul et Linda McCartney « Lundis végétariens ».

Goûter et dîner (garderie) :

Pour les enfants fréquentant la garderie, un goûter est proposé vers 15h30. Il varie chaque jour : laitage, pain et chocolat, fruits secs, biscottes et confiture...

Pour les enfants restant à la garderie jusqu'à 18h, le dîner est servi vers 17h30. Il est fourni par notre traiteur Little Tums et le menu est envoyé aux parents en début de trimestre.

Allergies alimentaires

- Les enfants en bas âge sont plus souvent sujets aux allergies. L'Ecole prend donc toutes les précautions possibles afin de minimiser les risques et s'assure que la nourriture proposée présente le minimum de risques d'allergie.
- De plus, l'école établit un plan d'action préventif pour chaque enfant qui présente une ou plusieurs allergies, qu'il s'agisse d'allergies alimentaires ou non.
- Nous avons étudié en détail la prise en charge des allergies et autres demandes particulières par notre traiteur Little Tums. Les besoins et allergies de chaque enfant sont clairement précisés lors des commandes. La préparation d'un repas « sur mesure » est effectuée dans une partie séparée de la cuisine, et le repas est ensuite étiqueté et livré séparément. Little Tums fait de son mieux pour que les repas « sur mesure » ressemblent le plus possible à ceux proposés au reste des enfants, pour qu'aucun enfant ne se sente exclu.

Gourdes d'eau

- Nous encourageons les enfants à se désaltérer tout au long de la journée.
- Une gourde nominative de 350mL est mise à disposition de chaque enfant.
- Les gourdes sont remplies chaque matin d'eau fraîche filtrée puis mises à disposition des enfants. Elles sont ensuite rincées chaque soir, puis lavées à haute température au lave-vaisselle chaque semaine.
- Les méfaits du plastique sont de mieux en mieux connus. Dans le cadre de notre initiative "école verte", nous utilisons des gourdes en inox garanties sans BPA pour tous les enfants.
- Lorsque votre enfant quittera notre école, il pourra emporter avec lui sa gourde en souvenir de son passage à l'Ecole du Parc.

Ecole sans noix

- Certains enfants de l'école présentent des allergies plus ou moins sévères aux noix.
- Nous sommes donc une « école sans noix » sur nos deux sites, et lors de toute sortie scolaire.

Suggestions et commentaires

Si vous avez des commentaires ou des suggestions concernant l'alimentation à l'Ecole du Parc, n'hésitez pas à nous en faire part. Nous ferons de notre mieux pour les prendre en compte !

This policy was adopted on	Signed on behalf of the nursery	Date for review
21/03/2023	Louise de Chateaufieux and Eva Toth	20/03/2024

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

office@ecoleduparc.co.uk

44. SCHOOL SECURITY AND LOCKDOWN

We take all reasonable steps to ensure the safety of children, staff and others on the premises, in the event of an emergency requiring a full lock down we will follow the lock down procedure indicated below.

1. Building security

- Front door
 - Our front door is always shut, and will be unlocked in the morning for drop-off and in the afternoon for collections
 - Outside of these hours, parents and visitors will have to call the school office on the intercom to gain access to the premises.
 - A staff member will always welcome any parent or visitor at the door and ensure the door is properly shut when they leave.
 - We ask the parents and visitors to never let somebody enter the premises without an office member present at the door.
- Tag system for our team
 - We have implemented a tag system for our teaching team, to minimise the number of keys in circulation.
- Visitors
 - As much as possible, we try to limit the visits to our school during school hours. Building works take place during the weekends and during holiday time.
 - Visitors' guidelines include evacuation information
 - Visitors will receive a specific badge when entering the building and will be asked to identify themselves in the visitors' book.
 - Prospective parents visit the school after school hours and are not in contact with the children.
- CCTV system checked regularly- 24-hour digital recording of all movements at the main front door of the school. Intruder alarm installed on both sites and is switched on every night.
- A yearly risk assessment of the premises is carried out and this policy being updated as a result if needed.

2. Bomb threats:

Most bomb threats are made over the phone and a majority are hoaxes, made with the intent of causing alarm and disruption.

Our procedure: We will Dial 999 and consider the police's advice before a decision is taken. A decision will likely result in a full evacuation of the school (see form attached) and parents will be informed as soon as it is safe to do so.

Anti-Terrorist Hotline 0800 789 321 (for immediate response call 999)

3. CBR incidents

Responses to chemical, biological radiological (CBR) incidents - general points

- switch off all air conditioning, ventilation and other systems or items that circulate air (e.g. fans and personal computers). Do not allow anyone, whether exposed or not, to leave evacuation areas before the emergency services have given medical advice, assessments or treatment;
- if an incident occurs outside the building, close all doors and windows and switch off any systems that draw air into the building.

4. Evacuation of the school (See our Fire safety policy)

We may need to evacuate our premises because of:

- a- a threat aimed directly at the building
- b- a threat received elsewhere and passed on by the police
- c- discovery of a suspicious item in the building (perhaps a postal package, an unclaimed holdall or rucksack)
- d- discovery of a suspicious item or vehicle outside the building
- e- an incident to which the police have alerted us
- f- an explosion
- g- a fire

General guidelines

- We will activate the fire alarm to signal immediate evacuation
- Routes are kept clear
- Staff awareness: all new staff are made aware of our evacuation procedures.
- Evacuation drills take place on a regular basis
- Emergency bags (RED BAG) are checked regularly, complete and accessible. The red back pack includes a few nappies, a change of clothes, foil rescue blankets, medication for our children on long-term medication (Epipen, Asthma pumps, insulin pens...) and a first aid kit.

5. Lockdown procedure

We will activate this emergency procedure in response to a number of situations, but some of the more typical might be:

- A report incident or disturbance in the local community (with potential to pose a risk to staff and children in the nursery)
- An intruder on the nursery site (with potential to pose a risk to staff and children in nursery)
- A warning being received regarding a risk locally, of air pollution (smoke plumes, gas cloud etc.)
- A major fire or explosion in the vicinity of the nursery – as long as it is safer staying in the premises than leaving.

Each class has the possibility to activate the specific alarm ("panic" button in different school locations)

At the agreed signal, staff members go back to their classroom and proceed to a children count

The office members contact 999 if not done already

Visitors will be indicated where to shelter and be asked to put their phone in silent mode

Ensure the windows and doors are closed and even locked when possible, close curtains and blinds if safe to do so. Turn off the lights.

Children to sit quietly away from sight

Once the all clear has been given externally the manager will issue the all clear internally. After this time the staff will try to return to normal practice to enable the children not to be disrupted or upset by the events.

Any children showing worries or concerns will have one to one time with their key person to talk about these.

Parents will be informed about the situation at the earliest safest opportunity and will be kept updated when the information changes.

After the event a post-incident evaluation will be conducted to ensure that each child and staff member was supported fully and the procedure went as planned. Ofsted will be informed.

Procedure to be practised annually.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>26/04/2023</i>	<i>Eva Toth and Louise de Chateaufieux</i>	<i>25/04/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

45. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

KEY POINTS

- L'Ecole du Parc's objective is for all children to reach their full potential; therefore, special consideration has been given to promote the needs and rights of children with special educational needs and/or disabilities.
- We have a strong anti-discriminatory admission policy. As long as we feel we can meet their needs, no child will be refused a place because of their SEND. The activities, workshops and school trips are accessible for all children.
- To assist with improving provision for children with SEND, we have designated a member of our staff to be the Special Educational Needs Co-ordinator (SENCO). The designated SENCOs for Ecole du Parc are: Eva Toth (Garfield Road) and Sophie Christophe-Canonne (Stormont Road).
- Children with disabilities or SEND may be more vulnerable to abuse than other children and it is our duty to ensure appropriate safeguarding measures are in place.

This policy has been created with regard to:

- The SEND Code of Practice 2015
- Children and Families Act 2014 (Part 3)
- Equality Act 2010
- Working Together to Safeguard Children (2018)
- Statutory Framework for the EYFS (2021)

Special Educational Needs and Disability (SEND) code of practice.

L'Ecole du Parc has regard to the statutory guidance set out in the Special Educational Needs and Disability code of practice (DfE 2015) to identify, assess and make provision for children's special educational needs.

At L'Ecole du Parc, we use the SEND Code of Practice (2015) definition of Special Educational Needs and Disability:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children must not be regarded as having a learning difficulty solely because the language spoken at home is different from the language in which they will be taught. This is particularly important in the context of bilingual education where a child may be more comfortable or advanced in one language.

Disability (Equality Act 2010)

A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a

significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Statement of intent

We are committed to the inclusion of all children. We ensure all children are cared for and educated to develop to their full potential alongside their peers through positive experiences. We enable them to share opportunities and experiences and develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no child is discriminated against or put at a disadvantage as a consequence of their needs. Each child's needs are unique and we do not attempt to categorise children.

We are committed to working in partnership with parents in order to meet each child's individual needs and develop to their full potential. We are committed to working with any child who has a special educational need and/or disability and making reasonable adjustments to enable every child to make full use of the nursery's facilities. All children have a right to a broad and well-balanced early learning environment.

We undertake a Progress Check of all children at age two in accordance with the Code of Practice (2015) and statutory framework for EYFS.

We will also undertake an assessment at the end of the Early Years Foundation Stage for any children that remain with us in the final term of the year in which they turn five, as per the statutory framework for EYFS

We will work closely with the child's parents and any relevant professionals if we identify any areas where a child's progress is less than expected to establish if any additional action is required. This may include:

- Observing each child's development and assessing such observations regularly to monitor progress.
- Reading any reports that have been prepared by a previous setting or other professional agencies
- Liaising with any professional agencies
- Attending any review meetings with the local authority/professionals

All new children will be given a full settling in period when joining the nursery according to their individual needs.

Early intervention is needed for children who have been identified as having difficulties in any aspect of their development. Timely action, even for a small delay, can prevent future difficulties.

The sooner support is in place, the better the outcomes for the child.

We will:

- Recognise each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice (2015)
- Ensure that all children are treated as individuals/equals and are supported to take part in every aspect of the nursery day according to their individual needs and abilities
- Include all children and their families in our provision
- Identify the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies
- Ensure that children who learn at a faster pace (e.g. 'most able' / gifted and talented") are also supported
- Encourage children to value and respect others
- Provide well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities

- Develop and maintain a core team of staff who are experienced in the care of children with additional needs and identify a Special Educational Needs and Disabilities Co-ordinator (SENCO) who is experienced in the care and assessment of children with additional needs. Staff will be provided with specific training relating to SEND and the SEND Code of Practice
- Monitor and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services where required
- Challenge inappropriate attitudes and practices
- Promote positive images and role models during play experiences of those with additional needs wherever possible
- Celebrate diversity in all aspects of play and learning
- Work in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required
- Share any statutory and other assessments made by the nursery with parents and support parents in seeking any help they or the child may need

Special Educational Needs Co-ordinator (SENCO)

To assist with improving provision for children with SEN, we have designated a member of our staff to be the Special Educational Needs Co-ordinator (SENCO). The designated SENCOs for Ecole du Parc are Eva Toth (Garfield Road) and Sophie Christophe-Canonne (Stormont Road).

The role of the SENCO in our setting includes:

- ensuring all practitioners in the setting understand their responsibilities to children with SEND and the setting's approach to identifying and meeting SEND
- advising and supporting colleagues
- supporting the teaching teams in identifying those children requiring support and evaluating the quality and impact of additional interventions
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting
- taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.
- support the teaching team in the implementation of an individual educational plan (IEP)
- liaising with professionals or agencies beyond the setting
- developing their knowledge and train to keep up-to-date with the latest statutory and non-statutory guidance
- contributing to school improvement by analysing how learning development targets are met by children with SEND
- managing the records on all children with SEN
- contributing to the ongoing training of staff
- ensuring effective transition arrangements for children moving into and out of our school

We will:

- Designate a named member of staff to be the SENCO and share their name/role with all staff and parents
- Have high aspirations for all children and support them to achieve their full potential
- Develop respectful partnerships with parents and families
- Ensure parents are involved at all stages of the assessment, planning, provision and review of their child's care and education and include the thoughts and feelings voiced by the child, where possible and appropriate
- Signpost parents and families to our Local Offer in order to access local support and services
- Undertake formal Progress Checks and Assessments of all children in accordance with the SEND Code of Practice January (2015) / statutory framework for the EYFS (2021)
- Provide a statement showing how we provide for children with special educational needs and/or disabilities and share this with staff, parents and other professionals

- Ensure that the provision for children with SEN and/or disabilities is the responsibility of all members of staff in the nursery through training and professional discussions
- Set out in our inclusive admissions practice on how we meet equality of access and opportunity
- Make reasonable adjustments to our physical environment to ensure it is, as far as possible suitable for children and adults with disabilities using the facilities
- Provide a broad, balanced, aspirational early learning environment for all children with SEN and/or disabilities and differentiated activities to meet all individual needs and abilities
- Liaise with other professionals involved with children with special educational needs and/or disabilities and their families, including transition arrangements to other settings and schools. (See our transitions policy).
- Use the graduated response system to assess, plan, do and review to ensure early identification of any SEND
- Ensure that children with special educational needs and/or disabilities and their parents are consulted at all stages of the graduated response, taking into account their levels of ability
- Review children's progress and support plans every 6 to 8 weeks and work with parents to agree on further support plans
- Provide privacy of children with special educational needs and/or disabilities when intimate care is being provided
- Raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff
- Ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g. additional support reviews, Education, Health and Care (EHC) plans, staff and management meetings, parental and external agencies' views, inspections and complaints. This information is collated, evaluated and reviewed annually
- Provide a complaints procedure and make available to all parents in a format that meets their needs e.g. Braille, audio, large print, additional languages
- Monitor and review our policy and procedures annually.

Effective assessment of the need for early help

We are aware of the process for early help and follow the following procedure:

Local agencies should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Children and families may need support from a wide range of local agencies. Where a child and family would benefit from coordinated support from more than one agency (e.g. education, health, housing, police) there should be an inter-agency assessment. These early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The early help assessment should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by a General Practitioner (GP), family support worker, teacher, health visitor and/or special educational needs coordinator. Decisions about who should be the lead professional should be taken on a case by case basis and should be informed by the child and their family.

For an early help assessment to be effective:

- The assessment should be undertaken with the agreement of the child and their parents or carers. It should involve the child and family as well as all the professionals who are working with them;
- A teacher, GP, health visitor, early years' worker or other professional should be able to discuss concerns they may have about a child and family with a social worker in the local authority. Local authority children's social care should set out the process for how this will happen; and

- If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral into local authority children's social care may be necessary.

If at any time it is considered that the child may be a child in need as defined in the Children Act 1989, or that the child has suffered significant harm, or is likely to do so, a referral should be made immediately to local authority children's social care. This referral can be made by any professional (*Working together to safeguard children 2018*).

Graduated Approach

We follow the SEND Code of Practice (2015) recommendation that, in addition to the formal checks above, we adopt a graduated approach to assessment and planning, led and coordinated by a SENCO. Good practice of working together with parents, and the observation and monitoring of children's individual progress, will help identify any child with special educational needs or disability. This graduated approach will be led and coordinated by our SENCO and appropriate records will be kept according to the Code of Practice.

The approach follows this cycle: assess/plan/do/review in order to respond to each child's needs effectively.

Assess

In identifying a child as needing SEND support, the teacher working with the SENCO and the child's parents, will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO will contact them, with the parents' agreement.

Plan (individual educational plan)

Where it is decided to provide SEND support, and having formally notified the parents, the Early Years Teacher and the SENCO, in consultation with the parents, will agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child.

The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs are identified and addressed. Parents will be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

This is formalised in an Individual Education Plan (IEP). The IEP indicates clear strategies and short-term "SMART" targets (Specific, Measurable, Achievable, Realistic, Time bound) which will be monitored against clear success criteria.

Do

The child's key person will be responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the intervention agreed as part of SEN support. The SENCO will support the key person in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the key person and the SENCO in full consultation with the child's parents and taking into account the child's views. Information will be shared with parents about the impact of the support provided.

Education and Health Plan (EHC)

In order to ensure the child's needs are met, it may be necessary to involve the Local Authority (Wandsworth Council) and request input from outside agencies and professionals. These may include:

- o An Educational Psychologist, who will assess the child's needs at school and level of support required
- o A Speech and Language Therapist
- o An Occupational Therapist
- o Developmental Paediatrician
- o Early Years Centre

The purpose of an EHC plan is to make adjustments and offer support to meet the special educational needs of the child, to secure the best possible outcomes for them across education, health and social care.

In order to decide whether it is necessary to develop an EHC plan, children will require an EHC needs (EHCNA).

The local authority will conduct the EHC needs assessment and take into account a wide range of evidence, including:

- evidence of the child's developmental milestones and rate of progress
- information about the nature, extent and context of the child's SEND
- evidence of the action already being taken by us as the early years provider to meet the child's SEND
- evidence that, where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided
- evidence of the child's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

L'Ecole du Parc will then work with the local authority and other agencies to ensure that the child receives the support they need to gain the best outcomes.

Safeguarding children with additional needs

- Safeguards for disabled children are essentially the same for children without disabilities. There is a statutory duty, under Section 17 of the Children Act 1989, for local authorities to safeguard and promote the welfare of 'children in need' in their area, including disabled children, by providing appropriate services to them (SEND Code of Practice, 2014).
- Children with disabilities are over three times more likely to be abused than other children
- When looking for signs of abuse, it is vital to consider the nature of the child's disability. For example, a child with no disability might be expected to get bruised shins from falling over. Yet would this be a satisfactory explanation if the bruises were found on a child who had very limited or no mobility?
- Some signs that might indicate abuse in a child with a disability:
 - Bruising in a site that might not be of concern on a mobile child
 - Not getting enough help with feeding, leading to malnourishment, hunger or dehydration
 - Poor toileting arrangements
 - Lack of stimulation
 - Unjustified or excessive use of restraint
 - Rough handling or extreme behaviour modification
 - Inappropriate use of medication

Remember, there may be many more types of indicators than those listed here.

- It is vitally important to ensure that the communication needs of children with disabilities and SEND are met, by implementing different non-verbal communication tools (communication board, sign language, images and symbols...).
- Active steps are therefore needed to remove barriers and promote communication. This means including other people who are familiar with a child's individual communication methods – for example, teaching assistants, parents, and carers.

Supporting pupils at school with medical conditions

- Some children in our school have medical conditions that require care and support to enable full access to education, including school trips. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Children with no SEN but with a disability under the Equality Act definition may need equipment provided as a reasonable adjustment as long as this is not at a prohibitive cost.
- Some may also have special educational needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision.
- A list of pupils with allergies (medicine and food allergies) with their photos are displayed in the staffroom and each classroom. Pupils with medical conditions are supported in all areas of the curriculum to give equal access to all.
- Individual care plans and emergency evacuation plans (PEEPs) are in place for children with medical conditions.

Effective Transitions

A successful transition within our school year groups, and from Ecole du Parc to Primary school is absolutely crucial in the educational journey of a child with SEND.

- Early and timely planning allows to invite the new school's SENCO to visit the child in their current school setting and to access the latest plans and reviews (with parental consent)
- Upon joining our school, additional parental visits are organised
- Transition plans of all children with an Education Health and Care Plans are automatically discussed and recorded at their statutory Annual Reviews.

We will review this policy annually to ensure it continues to meet the needs of the children/parents and our nursery.

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>07/04/2023</i>	<i>Eva Toth and Louise de Chateaufieux</i>	<i>07/04/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

46. SEPARATED FAMILY

At l'Ecole du Parc, we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and support the child's/children's emotional well-being and report any significant changes in behaviour to the parent. Parents are signposted to relevant services and organisation for support for the whole family, where required.

Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. These include:

- Providing a home for the child
- Having contact with and living with the child
- Protecting and maintaining the child
- Disciplining the child
- Choosing and providing for the child's education
- Determining the religion of the child
- Agreeing to the child's medical treatment
- Naming the child and agreeing to any change of the child's name
- Accompanying the child outside the UK and agreeing to the child's emigration, should the issue arise
- Being responsible for the child's property
- Appointing a guardian for the child, if necessary
- Allowing confidential information about the child to be disclosed.

England

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

School registration

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations. Signatures from both parents will be requested.

We request these details on the child registration form. If a parent does not have parental responsibility, or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below.

We will:

- Ensure the child's welfare is paramount at all times they are in the school
- Comply with any details of a court order where applicable to the child's attendance at the school where we have seen a copy/have a copy attached to the child's file
- Provide information on the child's progress, e.g. learning journeys, progress checks within the school, to both parents where both hold parental responsibility
- Invite both parents to school events, including parental consultations and social events where both hold parental responsibility
- Ensure that minor incidents / accidents within the school relating to the child is reported to the person collecting the child
- Ensure major incident or accident within the school relating to the child is reported to both parents where both hold parental responsibility, regardless of who is collecting the child on that day
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position
- We will seek legal advice in the case of any disputes regarding the care/collection and sharing of information, where required to ensure we meet all legal requirements.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions
- Update information that changes any of the above as soon as practicably possible
- Work with us to ensure continuity of care and support for your child
- Not involve school staff in any family disputes, unless this directly impacts on the care we provide for the child
- Talk to the manager or Early Years teacher away from the child when this relates to family separation in order to avoid the child becoming upset. This is best done in a formal meeting so all parties have enough time to share information.
- Not ask the school to take sides in any dispute. We will only take the side of your child and this will require us to be neutral at all times.

This policy was adopted on	Signed on behalf of the school	Date for review
21/03/2023	Louise de Chateaueux and Eva Toth	21/03/2024

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

47. SETTLING IN POLICY

L'Ecole du Parc's objective is to provide a successful transition between home and the school

Some thoughts on settling in...

- Before feeling comfortable with their peers, young children need to develop a relationship of trust with the adults who will be looking after them. The same trust should guide the relationship between parents and their child's teachers.
- A key worker will be designated to oversee the settling in of the child and to feed back the information to parents.
- Each child will settle in at a different pace and therefore individual consideration is key.
- Separation anxiety from the child or from the parents is normal. The Co-Heads of the school and the staff are always available to discuss any anxiety before the child joins the school.
- At l'Ecole du Parc, we encourage parents to say goodbye to their child ("We will be back after your lunch"). Children are likely to become more distressed if they find out that their parents have left them without saying goodbye.

The settling in period at l'Ecole du Parc

- Before the first session, the parents will receive substantial information about the school routine, policies, food menus, and what to bring the first day.
- Parents are encouraged to visit the setting before admission.
- Parents are sent several forms to complete before the first day. These information are shared with the teacher before welcoming the children.
- We ask parents to bring a comforting object (doudou, dummy) and a family picture on the first sessions. They will stay at home for the whole year.
- The staff will have prepared a welcoming environment with labels of the child's name on his/her peg.
- Generally speaking, we believe settling in is easier for the child if the parent stays only a short period of time. This allows the child to interact and bond with his/her teachers as well as the other children.
- Depending on your child's personality, how much exposure he/she has had to organised childcare and whether he/she knows l'Ecole du Parc already, he/she may settle in very smoothly, or need more time to feel truly comfortable in this new environment. We believe that, as parents, you know what is best for your child and therefore we have a flexible approach.
- When they leave the child, we ask parents to be reachable at any time of the session and to be readily available to promptly collect the child if he/she becomes too distressed.
- Over the years, we found that the second day or the second week can be particularly difficult for the children as they suddenly realise that coming to nursery will be recurring and is not a one-off event. The behaviour of the child on the first day does not always predict what they will be like the following days and parents should be prepared to stay longer than planned if need be.
- Some children will need a little longer to settle. In this case, we will develop a plan with the parents, for example shorter days, where possible.
- We will provide regular updates and photos of the children settling via Tapestry.
- We will not take a child on an outing from the nursery until he/she is completely settled.

This policy was adopted on	Signed on behalf of the nursery	Date for review
15/09/2022	Louise de Chateauvieux and Eva Toth	15/09/2023



47. MODALITES D'ADAPTATION

L'Ecole du Parc a pour objectif de contribuer à la réussite de la transition entre la maison et l'école.

Quelques réflexions préliminaires sur l'adaptation...

- Avant de se sentir à l'aise avec leurs camarades, les jeunes enfants ont besoin de développer une relation de confiance avec les adultes qui seront responsables d'eux. La même relation de confiance devra être entretenue entre les parents et les enseignants des enfants.
- Une personne désignée sera responsable de l'adaptation de l'enfant. Cette même personne sera responsable de transmettre aux parents les informations sur l'adaptation de l'enfant.
- Chaque enfant s'adapte à son propre rythme. Par conséquent, le suivi individuel est essentiel.
- L'anxiété provoquée par la séparation est normale chez les enfants comme chez les parents. Les co-directrices de l'école ainsi que l'équipe enseignante sont disponibles afin de discuter tout motif d'inquiétude avant que l'enfant ne rejoigne l'école.
- A l'Ecole du Parc, nous encourageons les parents à dire au revoir à leurs enfants (« Nous serons de retour après le déjeuner »). Les enfants sont généralement plus affectés s'ils découvrent que leurs parents les ont quittés sans prévenir.

La période d'adaptation à l'Ecole du Parc

- En amont de la première séance, les parents reçoivent de nombreuses informations concernant la routine à l'école, nos procédures, les menus ainsi que ce qui devra être apporté le premier jour.
- Les parents sont encouragés à visiter l'établissement avant l'admission.
- Les parents reçoivent plusieurs formulaires à remplir avant le premier jour. Ces informations sont partagées avec l'enseignant(e) avant d'accueillir les enfants.
- L'équipe enseignante aura préparé un environnement chaleureux avec le nom de chaque enfant sur son porte-manteau.
- De manière générale, nous pensons que l'adaptation de l'enfant est plus aisée si les parents ne restent qu'une période de temps assez limitée. Cela permet à l'enfant d'interagir et de créer des liens avec son enseignant ainsi qu'avec les autres enfants.
- Suivant la personnalité de l'enfant, son expérience en collectivité ainsi que sa connaissance de l'Ecole du Parc, l'enfant s'adaptera peut-être très facilement, ou bien il aura peut-être besoin de plus de temps afin de se sentir à l'aise dans son nouvel environnement. Nous pensons qu'en tant que parents, vous savez ce qui est le plus adapté pour votre enfant. Par conséquent, nous avons une approche souple.
- Dès que les parents ont déposé l'enfant à l'école, nous demandons à ce qu'ils restent joignables à tout moment et qu'ils se rendent disponibles afin de venir récupérer l'enfant s'il est trop ému.
- Au fil des années, nous avons remarqué que le deuxième jour ou la deuxième semaine peuvent parfois être particulièrement difficiles pour les enfants étant donné qu'ils réalisent qu'ils vont venir à la crèche ou à l'école de manière quotidienne ou tout au moins régulière. Le comportement de l'enfant le premier jour ne présage pas toujours des jours à venir. Par conséquent, les parents doivent envisager de devoir rester plus longtemps que prévu si nécessaire.
- Certains enfants ont besoin d'un peu plus de temps pour s'adapter. Dans ce cas, nous élaborerons un plan avec les parents, par exemple des journées plus courtes, si possible.
- Nous fournissons des mises à jour régulières et des photos de l'adaptation des enfants via Tapestry.
- Nous n'emmenons pas un enfant en sortie avant qu'il ne soit complètement adapté.

This policy was adopted on	Signed on behalf of the nursery	Date for review
15/09/2022	Louise de Chateauvieux and Eva Toth	15/09/2023

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

48. SICKNESS AND ILLNESS

At l'Ecole du Parc, we promote the good health of children attending school and take necessary steps to prevent the spread of infection by:

- Asking parents to keep children at home if they are unwell. If a child is unwell it is in their best interest to be in a home environment rather than at nursery school with their peers.
- Asking staff and other visitors not to attend the setting if they are unwell
- Helping children to keep healthy by providing balanced and nutritious snacks, meals and drinks
- Minimising infection through our rigorous cleaning and hand washing processes (see infection control policy) Ensuring children have regular access to the outdoors and having good ventilation inside
- Sharing information with parents about the importance of the vaccination programme for young children to help protect them and the wider society from communicable diseases
- Having a time dedicated for rest and sleep and sharing information about the importance of sleep.

Our procedures

In order to take appropriate action of children who become ill and to minimise the spread of infection we implement the following procedures:

- If a child becomes ill during the day, we contact their parent(s) and ask them to pick up their child as soon as possible. During this time we care for the child in a quiet, calm area
- We follow the guidance published by Public Health England (Health Protection in Schools and other childcare facilities) and advice from our local health protection unit on exclusion times for specific illnesses, e.g. sickness and diarrhoea, measles and chicken pox, to protect other children in the nursery
- Should a child have an infectious disease, such as sickness and diarrhoea, they must not return to nursery until they have been clear for at least 48 hours
- We inform all parents if there is a contagious infection identified in the nursery, to enable them to spot the early signs of this illness. We thoroughly clean and sterilise all equipment and resources used daily with extra immediate cleaning for equipment that which may have come into contact with a contagious child to reduce the spread of infection.
- We notify Ofsted as soon as is reasonably practical, but in any event within 14 days of the incident of any food poisoning affecting two or more children cared for on the premises.
- We have the right to refuse admission to a child who is unwell. This decision will be taken by the manager on duty and is non-negotiable
- We make parents aware and distribute information/posters about head lice and all parents are requested to regularly check their children's hair. If a parent finds that their child has head lice we would be grateful if they could inform the nursery so that other parents can be alerted to check their child's hair.

Meningitis procedure

If a parent informs the nursery that their child has meningitis, the nursery manager will contact the Local Area Infection Control (IC) Nurse. The IC Nurse will give guidance and support in each individual case. If parents do not inform the nursery, we may be contacted directly by the IC Nurse and the appropriate support given. We will follow all guidance given and notify any of the appropriate authorities including Ofsted where necessary.

Medication prescribed by a doctor, dentist, nurse or pharmacist

If a child requires medicine we will obtain information about the child's needs for this, and will ensure this information is kept up to date.

We follow strict guidelines when dealing with medication of any kind in the school and these are set out below.

- Prescription medicine will only be given when prescribed by the above and for the person named on the bottle for the dosage stated
- Medicines must be in their original containers with their instructions printed in English
- Those with parental responsibility for any child requiring prescription medication should hand over the medication to the most appropriate member of staff who will then note the details of the administration on the appropriate form and another member of staff will check these details
- Those with parental responsibility must give prior written permission for the administration of each and every medication. However, we will accept written permission once for a whole course of medication or for the ongoing use of a particular medication under the following circumstances:
 1. The written permission is only acceptable for that brand name of medication and cannot be used for similar types of medication, e.g. if the course of antibiotics changes, a new form will need to be completed
 2. The dosage on the written permission is the only dosage that will be administered. We will not give a different dose unless a new form is completed
 3. Parents must notify us **IMMEDIATELY** if the child's circumstances change, e.g. a dose has been given at home, or a change in strength/dose needs to be given.
- The school will not administer a dosage that exceeds the recommended dose on the instructions unless accompanied by written instructions from a relevant health professional such as a letter from a doctor or dentist
- The parent must be asked when the child has last been given the medication before coming to school; and the staff member must record this information on the medication form. Similarly, when the child is picked up, the parent or guardian must be given precise details of the times and dosage given throughout the day. The parent's signature must be obtained at both times
- At the time of administering the medicine, a senior member of staff will ask the child to take the medicine, or offer it in a manner acceptable to the child at the prescribed time and in the prescribed form. (It is important to note that staff working with children are not legally obliged to administer medication)
- If the child refuses to take the appropriate medication, then a note will be made on the form
- Where medication is "essential" or may have side effects, discussion with the parent will take place to establish the appropriate response.

Non-prescription medication (*these will not usually be administered*)

- The school will not administer any non-prescription medication containing aspirin
- The school will only administer non-prescription medication for a short initial period, dependant on the medication or the condition of the child. After this time medical attention should be sought

- If the school feels the child would benefit from medical attention rather than non-prescription medication, we reserve the right to refuse school care until the child is seen by a medical practitioner
- If a child needs liquid paracetamol or similar medication during their time at school, such medication will be treated as prescription medication with the onus being on the parent to provide the medicine
- On registration, parents will be asked if they would like to fill out a medication form to consent to their child being given a specific type of liquid paracetamol or anti-histamine in particular circumstances such as an increase in the child's temperature or a wasp or bee sting. This form will state the dose to be given, the circumstances in which this can be given e.g. the temperature increase of their child, the specific brand name or type of non-prescription medication and a signed statement to say that this may be administered in an emergency if the school CANNOT contact the parent
- An emergency school supply of fever relief (e.g. Calpol) and anti-histamines (e.g. Piriton) will be stored on site. This will be checked at regular intervals by the designated trained first aider to make sure that it complies with any instructions for storage and is still in date
- If a child does exhibit the symptoms for which consent has been given to give non-prescription medication during the day, the school will make every attempt to contact the child's parents. Where parents cannot be contacted then the school manager will take the decision as to whether the child is safe to have this medication based on the time the child has been in the school, the circumstances surrounding the need for this medication and the medical history of the child on their registration form.
- Giving non-prescription medication will be a last resort and the school staff will use other methods first to try and alleviate the symptoms (where appropriate). The child will be closely monitored until the parents collect the child
- For any non-prescription cream for skin conditions e.g. Sudocrem, prior written permission must be obtained from the parent and the onus is on the parent to provide the cream which should be clearly labelled with the child's name
- If any child is brought to the school in a condition in which he/she may require medication sometime during the day, the manager will decide if the child is fit to be left at the school. If the child is staying, the parent must be asked if any kind of medication has already been given, at what time and in what dosage and this must be stated on the medication form
- As with any kind of medication, staff will ensure that the parent is informed of any non-prescription medicines given to the child whilst at the school, together with the times and dosage given
- The school DOES NOT administer any medication unless prior written consent is given for each and every medicine.

Injections, pessaries, suppositories

As the administration of injections, pessaries and suppositories represents intrusive nursing, we will not administer these without appropriate medical training for every member of staff caring for this child. This training is specific for every child and not generic. The school will do all it can to make any reasonable adjustments including working with parents and other professionals to arrange for appropriate health officials to train staff in administering the medication.

Staff medication

All school staff have a responsibility to work with children only where they are fit to do so. Staff must not work with children where they are infectious or feel unwell and cannot meet children's needs. This includes circumstances where any medication taken affects their ability to care for children, for example, where it makes a person drowsy.

If any staff member believes that their condition, including any condition caused by taking medication, is affecting their ability to care for children they must inform their line manager and seek medical advice. *The school manager/person's line manager/registered provider will decide if a staff member is fit to work, including circumstances where other staff members notice changes in behaviour suggesting a person may be under the influence of medication. This decision will include any medical advice obtained by the individual or from an occupational health assessment.

Where staff may occasionally or regularly need medication, any such medication must be kept in the person's locker/separate locked container in the staff room or school room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored securely out of reach of the children, at all times. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

Storage

All medication for children must have the child's name clearly written on the original container and kept in a closed box, which is out of reach of all children.

Emergency medication, such as inhalers and EpiPens, will be within easy reach of staff in case of an immediate need, but will remain out of children's reach. Any antibiotics requiring refrigeration must be kept in a fridge inaccessible to children.

All medications must be in their original containers, labels must be legible and not tampered with or they will not be given. All prescription medications should have the pharmacist's details and notes attached to show the dosage needed and the date the prescription was issued. This will all be checked, along with expiry dates, before staff agree to administer medication.

This policy was adopted on	Signed on behalf of the school	Date for review
<i>10/01/2023</i>	<i>Louise de Chateaufieux and Eva Toth</i>	<i>10/01/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

49. SLEEP

At l'Ecole du Parc, we aim to ensure that all children are able to have enough sleep to support their development and natural sleeping rhythms in a safe environment.

We provide a safe sleeping environment by:

- Monitoring the room temperature
- Using clean, light bedding/blankets and ensuring children are appropriately dressed for sleep to avoid overheating
- Ensuring every child is provided with clean bedding labelled to them and working in partnership with parents to meet any individual needs. For example, if a child prefers to sleep in a sleeping bag we will ask parents/carers to bring one from home
- Cleaning all bedding as required and at least weekly
- Having a no smoking policy.

We ask parents to provide information on their child's nap routine with the child's key person when the child starts at school and these are reviewed and updated at timely intervals.

We recognise and value parents' knowledge of their child with regard to sleep routines. We will, where possible, work together to ensure each child's individual nap routines and well-being continues to be met. However, staff will not force a child to sleep or keep them awake against his or her will. They will also not usually wake children from their sleep, except if the children have to get ready for pick-up time.

We create an environment that helps to settle children that require a sleep for example dimming the lights, using soft music, adult's presence by the side of the bed. The adult comforts and reassures the child but also makes sure they do not create the conditions whereby children would depend on them to fall asleep.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children sleeping needs with the parents regularly.

This policy was adopted on	Signed on behalf of the nursery	Date for review
10/02/2023	Louise de Chateaueux and Eva Toth	10/02/2024

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

50. SOCIAL NETWORKING

KEY POINTS

- No photos of children can be used for anything other than what parents have given permission for
- This applies to working hours at school as well as babysitting/tutoring arrangements

Social media is a large part of the world we live in and as such at l'Ecole du Parc we need to make sure we protect our children by having procedures in place to ensure the safe use.

Staff use of social media

We require our staff to be responsible and professional in their use of social networking sites in relation to any connection to the school, school staff, parents or children.

- When using social networking sites such as Facebook or Instagram we ask staff:
 - Not to name the setting they work at
 - Not to make comments relating to their work or post pictures of the workplace
 - Not to send private messages to any parent's/family members
 - Direct any parent questions relating to work via social networking sites, to the manager
 - Ensure any posts reflect their professional role in the community (e.g. no inappropriate social event photos or inappropriate comments i.e. foul language)
 - Report any concerning comments or questions from parents to the manager/safeguarding lead
 - Follow the staff behaviour policy
 - Not post anything that could be construed to have any impact on the school's reputation or relate to the school or any children attending the school in any way
 - To follow this in conjunction with the whistle blowing policy.
- If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.

All electronic communications between staff and parents should be professional and take place via the official school communication channels, e.g. work emails for the office members and Tapestry for the teaching staff members. This is to protect staff, children and parents.

Parents and visitors' use of social networking

We promote the safety and welfare of all staff and children and therefore ask parents and visitors not to post, publically or privately, information about any child on social media sites such as Facebook, Instagram and Twitter. We ask all parents and visitors to follow this policy to ensure that information about children, images and information do not fall into the wrong hands.

We ask parents / staff **not to:**

- Send friend requests to any member of school staff / parents
- Screen shot or share any posts or pictures from the school on social media platforms (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the school with other children / other staff in them (e.g. Christmas concert photographs or photographs from an activity at school).

We ask parents to:

- Share any concerns regarding inappropriate use of social media through the official procedures (please refer to the partnership with parent's policy, complaints procedures and grievance policy).

This policy was adopted on	Signed on behalf of the school	Date for review
<i>10/02/2023</i>	<i>Louise de Chateaufvieux and Eva Toth</i>	<i>10/02/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
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stormont@ecoleduparc.co.uk

51. Special Consideration for Employees Policy

At l'Ecole du Parc, we recognise that certain employees such as young persons, new and expectant mothers and persons with a special educational needs and/or a disability may require special consideration.

Legal requirements

The school follows the legal requirements set out in 'The Management of Health and Safety at Work Regulations' (1992) and the 'Equality Act' (2010).

This policy should be read in conjunction with our Health and Safety Policy, which has regard to any employees requiring special consideration at the commencement of employment and during the course of it.

Procedure

The school manager / HR manager:

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the school or when their condition or special educational needs and/or disability is obtained
- Carries out necessary risks assessments to support the employee
- Agrees with the staff member any necessary special measures such as training and supervision, arrangements, modifications and medical surveillance
- Carries out further assessments and reviews at least annually, or if and when any changes to the special circumstances or environment occur.

Special educational needs/Disabilities

If a member of staff has a special educational needs and/or disability, we encourage them to tell us about their condition so that we can consider what reasonable adjustments or support may be appropriate.

Part-time and fixed-term work

Part-time and fixed-term employees are treated the same as comparable full-time or permanent employees and enjoy no less favourable terms and conditions (on a pro-rata basis where appropriate), unless different treatment is objectively justified.

This policy was adopted on	Signed on behalf of the school	Date for review
31/01/2023	Louise de Chateauvieux and Eva Toth	30/01/2024



52. SAFE RECRUITMENT OF STAFF

At l'Ecole du Parc, we are committed to ensuring that all staff, including students, volunteers and any agency/supply staff are suitable to fulfil the requirements of their role in order to work with or be in regular contact with children. We have effective systems in place to ensure that this includes making a decision about suitability, as part of the recruitment process and monitoring continued suitability, as part of regular staff and/or student supervision.

The school manager is responsible for ensuring that all staff and students have an enhanced check with the Disclosure and Barring Service (DBS), and that the results of such a check are assessed as part of a decision on suitability. Where possible staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort staff may work in the school before these checks are completed but they must be supervised at all times by staff who already hold an enhanced check and the check has been applied for.

All school staff will be informed of any staff awaiting enhanced DBS clearance.

Staff awaiting these checks will **never**:

- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by staff holding an enhanced check
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Be involved in looking at a child's learning and development log, but can contribute to it
- Have access to children's personal details and records.

While adhering to the above list, we recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and we support them in participating fully in every other aspect of the school day.

We recognise that the enhanced DBS disclosure is only one part of a suitability decision and school management will ensure every individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training and supervision from management in order to provide a safe, secure and healthy environment for all children in the school. We act on any information that comes to our attention that suggests someone may no longer be suitable for their role.

All students will also receive an interview to ensure they are suitable for the school and an induction process to ensure they fully understand and are able to implement the school procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training and information they may require.

We request confirmation that all necessary checks have been completed by the agency before using any supply/agency staff. We have a short induction prior to them working with the children. It is our policy that all agency/supply staff are fully supervised and not left alone with children.

Once checks are obtained we record the criminal records check reference number, the date the check was obtained and details of who obtained it. We also collect this information for any agency/supply staff prior to using them.

This policy was adopted on	Signed on behalf of the school	Date for review
<i>01/03/2023</i>	<i>Eva Toth and Louise de Chateauvieux</i>	<i>01/03/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
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stormont@ecoleduparc.co.uk

53. SUNCARE

At l'Ecole du Parc, we are committed to ensuring that all children are fully protected from the dangers of too much sun/UV rays. Severe sunburn in childhood can lead to the development of malignant melanoma (the most dangerous type of skin cancer) in later life.

We follow guidance from the weather and UV level reports and use the following procedures to keep children safe and healthy in the sun:

- Children must have a labelled sun hat which will be worn at all times whilst outside in sunny weather. This hat will preferably be of legionnaires design (i.e. with an extended back and side to shield children's neck and ears from the sun) to provide additional protection
- Children must have their own labelled high factor sun cream with prior written consent for staff to apply. This enables children to have sun cream suitable for their own individual needs. Staff must be aware of the expiry date and discard sunscreen after this date
- Parents are requested to supply light-weight cotton clothing for their children suitable for the sun, with long sleeves and long legs
- Children's safety and welfare in hot weather is the school's prime objective so staff will work closely with parents to ensure all appropriate cream and clothing is provided
- Staff will make day-to-day decisions about the length of time spent outside depending on the strength of the sun; children will not be allowed in the direct sunlight between 11.00am – 3.00pm on very hot days. Shaded areas are provided to ensure children are able to still go out in hot weather, cool down or escape the sun should they wish or need to.
- Children will always have sun cream applied before going outside in the hot weather.
- Children are encouraged to drink cooled water more frequently throughout sunny or warm days and this will be accessible both indoors and out
- Children are made aware of the need for sun hats, sun cream and the need to drink more fluids during their time in the sun
- Key persons also work with the parents of their key children to decide and agree on suitable precautions to protect children from burning, including those with more sensitive skin types and those that may be more tolerant to the sunshine, e.g. black and/or Asian colouring.

Vitamin D

Sunlight is important for the body to receive vitamin D. We need vitamin D to help the body absorb calcium and phosphate from our diet. These minerals are important for healthy bones, teeth and muscles. Our body creates vitamin D from direct sunlight on our skin when we are outdoors. Most people can make enough vitamin D from being out in the sun daily for short periods with their hands or other body parts uncovered.

At l'Ecole du Parc, we strive to find the right balance to protect children from sunburn while following the NHS guidance.

This policy was adopted on	Signed on behalf of the school	Date for review
<i>23/04/2023</i>	<i>Louise de Chateauvieux and Eva Toth</i>	<i>23/04/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

office@ecoleduparc.co.uk

54. SUPERVISION OF VISITORS

At **l'Ecole du parc**, we take all reasonable steps to ensure the safety of children in our care. This includes making sure any visitors to the nursery are properly identified and supervised at all times.

All visitors must sign the visitors' book on arrival and departure.

Visitors may include prospective parent/carers, other professionals e.g. local authority workers, Ofsted inspectors, people in the community that may come to talk to the children e.g. librarians, contractors to complete work, deliveries etc.

Where applicable, we ask visitors to book in advance, so arrangements can be made to accompany them. Identity is checked of any visitors attending in a professional capacity e.g. Ofsted inspectors, speech and language therapists.

All visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone, camera and other recording devices policy including use of smartwatches.

We give each visitor a visitor's badge to wear to identify themselves to staff and parents within the nursery. A member of staff must accompany visitors in the nursery at all times while in the building; at no time should a visitor be left alone with a child unless under specific circumstances arranged previously with the manager.

Security

- Staff must check the identity of any visitors before allowing them into the main nursery. Visitors to the nursery must be recorded in the Visitors' Book and accompanied by a member of staff at all times while in the building
- All external doors must be kept locked at all times and external gates closed. All internal doors and gates must be kept closed to ensure children are not able to leave the nursery unattended
- Staff, parents, visitors and students are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Staff within the nursery should be the only people allowing external visitors and parents entry to the nursery
- The nursery will under no circumstances tolerate any form of harassment from third parties, including visitors, towards others, including children, staff members and parents. The police may be called in these circumstances.

This policy was adopted on	Signed on behalf of the nursery	Date for review
01/03/2023	Eva Toth and Louise de Chateaueux	01/03/2024

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garfield@ecoleduparc.co.uk



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stormont@ecoleduparc.co.uk

office@ecoleduparc.co.uk

55. SUPERVISION OF CHILDREN

At l'Ecole du Parc, we have suitable staffing arrangements to meet the needs of all children and ensure their safety. The nursery manager is responsible for all staff, casual workers and students receiving information on health and safety policies and procedures in the nursery in order to ensure they are adequately supervising the children, including whilst they are eating.

Supervision

We ensure that children are supervised adequately at all times, whether children are in or out of the building, including eating through:

- Appropriately deploying staff members meeting the ratio and qualification requirements to ensure children's needs are met and continuing to monitor this across the setting regularly. This includes informing parents and/or carers about staff deployment.
- Making sure that every child is always within the sight and/or hearing of a suitably vetted member of staff
- Completing registers as soon as children enter and leave the premises and carrying out head counts throughout the day
- Risk assessing activities/experiences and equipment to ensure children are not exposed to unnecessary risks, including removal of any choking hazards and fully supervising any activities that may pose this risk
- Ensuring children are fully supervised at all times when using water play/paddling pools as we are aware that children can drown in only a few centimetres of water
- Taking special care when children are using large apparatus e.g. a climbing frame, and when walking up or down steps/stairs
- Support children to identify, minimise and manage risks in their play
- Making sure staff recognise and are aware of any dangers relating to bushes, shrubs and plants when on visits/outdoors
- Supervising children at all times when eating
- Supervising sleeping children and never leaving them unattended
- Never leaving children unattended during nappy changing times
- Supervising children carefully when using scissors or tools, including using knives in cooking activities where this is required
- Increasing staff: child ratios during outings to ensure supervision and safety (please refer to Outings policy)
- Strictly following any safety guidelines given by other organisations or companies relating to the hire of equipment or services e.g. hire of a bouncy castle and a member of staff MUST supervise the children at all times.

This policy was adopted on	Signed on behalf of the nursery	Date for review
01/03/2023	Eva Toth and Louise de Chateaufieux	01/03/2024

64 Garfield Road
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Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

56. TOILET TRAINING AND INTIMATE CARE POLICY

KEY POINTS

- Children are changed by a familiar adult (teacher or teaching assistant) whenever the need arises
- Children are not left in wet/soiled nappies or clothing.
- Gloves are put on before changing commences and the areas are prepared.
- When intimate care is given, the adults explain each task that they are carrying out and the reason for it
- They avoid making negative comments about nappy contents or the child.
- All toileting incidents must be reported straight away to the Designated Safeguarding Lead.
- Members of staff must ensure that the door is always left slightly ajar while they are changing a child

Policy Statement

All children at l'Ecole du Parc have the right to be safe and be treated with dignity respect and privacy at all times so as to enable them to access all aspects of School life.

This policy sets out clear principles and guidelines on supporting intimate care with specific reference to toilet training. It is used in conjunction with our Safeguarding Policy, Health and Safety Policies and Administering of Medicines policy.

This policy supports the safeguarding and welfare requirements of Early Years Foundation Stage (EYFS) 2019 and the Disability Discrimination Act 2005.

The staff at l'Ecole du parc will ensure that:

- No child's physical, mental or sensory impairment will have an adverse effect on their ability to take part in toilet training
- No child who has no achieved toilet training will be refused admission
- No child will be sent home or have to wait for their parents/carer due to soiling themselves
- Required adjustments will be made for any child who has delayed acquisition of continence
- Every child is treated with sensitivity and respect, and in such a way that their experience of personal care is a positive one. As far as possible the child should be allowed to exercise choice and should be encouraged to have a positive image of their body.

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.

The school will share policy and procedures for dealing with children's general toileting needs with parents or carers. It is important that there is a positive dialogue between home and school about strategies in use with the child so that these can be reinforced as appropriate.

Intimate Care Tasks involve:

- Dressing and undressing
- Washing including intimate parts
- Helping someone use the toilet
- Changing nappies
- Carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Procedures

In Nursery we recognise that children will join us having reached differing levels of independence and development in toileting and self-care:

- Children are changed by their key person whenever the need arises. Children are not left in wet/soiled nappies or clothing.
- Changing areas are warm and there are safe areas to lay children on if they need to have their nappy changed
 - Each child has their own nappies accessible in the changing area clearly labelled
 - Gloves are put on before changing commences and the areas are prepared.
 - A clean and comfortable changing mat is used in the changing area for each child. Paper rolls are used to cover the changing mat.
- All staff are familiar with the hygiene procedures and carry them out when changing nappies.
- Key persons recognise that nappy changing is relaxed and a time to promote independence in young children. They avoid making negative comments about nappy contents or the child.
- Nappies are disposed of hygienically in the designated nappy bins. The content of nappy bin is put in the large yellow designated bin and collected weekly by a specialised contractor
 - Soiled clothing is bagged for parents to take home and placed in each child's personal box.
 - Young children are not left in soiled or wet nappies
 - Changing area is left clean and ready for the next child.
 - Children wash their hands after using the toilet and have soap and towels to hand.
 - Some children may wet or soil themselves. In these circumstances, the child's key person communicates sensitively with parents to determine if this is a one-off event or a temporary set-back (anxiety, arrival of new sibling, illness).

Partnership with Parents/Carers – The child's keyworker works in partnership with parents/carers to provide care appropriate to the needs of the individual child.

Parents/Carers of children in Nursery are asked to supply the following:

- Spare nappies
- Spare Clothes
- Spare underwear

Best Practice – When intimate care is given, the member of staff explains fully each task that is carried out, and the reason for it. Staff encourage children to do as much for themselves as they can, lots of praise and encouragement will be given to the child when they achieve.

Infection control

All staff maintains high standards of personal hygiene, and will take all practicable steps to prevent and control the spread of infection.

Parents of a child with vomiting or diarrhoea will be immediately contacted to collect their child. **An exclusion period of 48 hours** from the last episode of vomiting or diarrhoea is mandatory, as per NHS and HPE guidelines.

Safeguarding Children and Adults

Anyone caring for children has a common law duty of care to act like any prudent parent. Staff ensure that children are healthy and safe at all times.

- Adults dealing with the toileting needs of children have undergone enhanced DBS disclosure or an equivalent check from their home country if they have just arrived in the UK.
- All staff is aware of the school's safeguarding procedures following an induction and are kept informed of updates via the schools designated safeguarding lead regularly.
- All staff receive appropriate safeguarding training and will receive support where necessary.
- All toileting incidents must be reported straight away to the Designated Safeguarding Lead. The minimum information to be kept by the class teacher in the form of date and time, the name of the child, the adult(s) in attendance, the nature of the incident, the action taken. The parents are informed as soon as possible and staff should have the opportunity to raise any concerns or issues.
- The normal process of cleaning a child or changing a nappy should not raise child protection concerns. However, members of staff must ensure that they always change or clean children in a room with the door slightly ajar so that interactions between the adult and the children are visible to the other members of the team at all times. The only exception to this is when an unfamiliar adult (such as a visitor) comes into the school premises and the child needs to be completely protected from being seen. In this case, the adult signals to the other adults in the room that they will shut the door completely for a few questions.

Health and Safety

In the case of a child accidentally wetting, soiling or being sick whilst on the premises:

- Staff should wear disposable gloves to deal with the incident
- Put soiled clothing is double bagged and tied.
- Hot water and soap is available to wash hands as soon as the task is completed.
- Risk assessments are reviewed regularly

Roles and Responsibilities

Parents and carers are made aware of policies and procedures related to intimate care and all specific instances related to their child. If it becomes evident that a child has an ongoing problem that requires regular intimate care intervention, the school will make arrangements with the parent/carer for the long term resolution of the problem. This is likely to include a care plan that involves the parent/carer directly as well as external reference to a Health Care professional.

Advice and Support

There are other professionals who can help with advice and support. Family Health Visitors and Community Nursery Nurses have expertise in this area and can support adults to implement toilet training programmes in the home. Health Care Professionals can also carry out a full health assessment in order to rule out any medical cause of continence problem. Parents are more likely to be open about their concerns for their child's learning and development and seek help if they are confident that they and their child are not going to be judged for their delayed development.

GOOD PRACTICE – POTTY TRAINING

Introducing Toilet Training

- We look out for signs that a child is ready for potty/toilet training and parents and school work together.
- Never force the child! It is important to be willing to delay the process if the child is reluctant, so it can be resumed later on.
- Parents or teachers initiate the discussion if they feel the child is ready or if they have questions on the matter.
- When parents decide to start the toilet training process, regular communication with school will begin.
It is crucial that the process be consistent in the two environments and that it be adapted if necessary.

STAGE 1: Awareness and control of bladder/ bowel movements

A child will pass through these 3 stages as they develop bowel/bladder awareness and control:

1. The child becomes aware of having wet or dirty pants.
2. They know that urination/defecation is taking place and may indicate this.
3. The child realises that they need to urinate/defecate and may say so in advance.

Toilet training will be more successful if the child is at the last stage.

Assess the child over a period of 2 weeks to determine:

If there is a pattern to when the child is soiled/wet.

The indicators that the child is giving that they need the toilet (actions, facial expressions). Regular visits to the toilet and monitoring of wet, soiled or dirty pants help to determine toileting behaviour and show an emerging pattern.

STAGE 2: The nappy is removed except at nap time

The child passes urine during loo time and when the teacher proposes to him/her

The nap and outdoor play times are moments when the child can lose concentration and can have 'accidents' during the potty training period

The child will be placed on the potty before their nap, as usual. When the nappy is dry during the nap time the child is ready for Stage 3

STAGE 3: The child does not wear a nappy in the day even at nap time

STAGE 4: The child no longer wears a nappy at night (this part is done at home)

Certain children are ready as soon as they are 3 years old, others take more time

Generally one waits until the nappy is dry several times in the morning and/or when the child expresses that they no longer wish to have a nappy

The child is taken to the loo during the night until they are able to stay dry through to the following morning

Some strategies to support the process:

- Familiarise the child with the toilets, use other children as good role-models (being sensitive to their privacy), flush toilets, wash hands etc.
- Encourage the child to use the toilet when they are indicating in some way that there is a need, but do not force the issue.
- Take the child to the toilet at a time when monitoring has indicated that they usually open their bowels.
- Stay with the child and talk to them to make the experience more relaxed.

There may be some setbacks (possibly an emotional reason), patiently continue.

Accidents will occur, deal with them discreetly and without fuss. The process may take time – be patient and the reward will be very satisfying!

This policy was adopted on	Signed on behalf of the nursery	Date for review
<i>11/05/2022</i>	<i>Louise de Chateauvieux and Eva Toth</i>	<i>11/05/2023</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

57. USE OF DUMMIES POLICY

At l'Ecole du Parc, we recognise that a dummy can be a source of comfort for a child who is settling and/or upset, and that it may often form part of a child's sleep routine.

We also recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. As babies get older they need to learn to move their mouths in different ways, to smile, to blow bubbles, to make sounds, to chew food and eventually to talk. As young children move their mouths and experiment with babbling sounds, they are learning to make the quick mouth movements needed for speech. The more practice they get, the better their awareness of their mouths and the better their speech will be.

Our school will:

- Discuss the use of dummies with parents as part of individual meetings
- Only allow dummies for comfort if a child is upset (for example, if they are new to the setting, going through a transition, need some comfort) and/or as part of their sleep routine
- Store dummies in individual hygienic dummy boxes labelled with the child's name to prevent cross-contamination with other children
- Immediately clean any dummy that falls on the floor or is picked up by another child.
- Dummies will be disposed of if they become damaged and/or when they are required to be disposed of.

The staff will encourage children to reduce the reliance on the dummy by:

- Make each child aware of a designated place where the dummy is stored
- Comfort the child and, if age/stage appropriate, explain in a sensitive and appropriate manner why they do not need their dummy
- Distract the child with other activities and ensure they are settled before leaving them to play
- Offer other methods of comfort such as a toy, teddy or blanket
- Explain to the child they can have their dummy when they go home or at sleep time.

We will also offer support and advice to parents to discourage dummy use during waking hours at home and suggest ways which the child can be weaned off their dummy through books and stories (when appropriate).

This policy was adopted on	Signed on behalf of the school	Date for review
20/04/2023	Louise de Chateaueux and Eva Toth	19/04/2024

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

58. VISITS AND OUTINGS

In accordance with DfES Guidance “Health and Safety of Pupils on Educational Visits” 2001. (Document HSPV2) Health and Safety at Work 1974 and the Management of Health and Safety at work Regulations 1999

At L’Ecole du Parc, we offer children a range of local outings including walks and visits off the premises. We believe that planned outings and visits complement and enhance the learning opportunities inside the school environment and extend children’s experiences. We always seek parents’ permission for children to be included in such outings.

L’Ecole du Parc is responsible for the welfare of: all its employees, all those who enter its premises, and all those may be affected by its activities (including off-site visits). It also recognises that, given the very young age of the children in its care (1- 5 years), particular attention needs to be taken when planning and implementing school activities for the children, especially when these are off-site.

There is a written procedure for arranging visits and teachers must follow these at all times.

I. RESPONSIBILITIES

Heads

- The Heads will decide whether an outing complies with regulations and guidelines provide by the DfES, the local council and the school’s own health and safety policy.

Group Leader:

- They will ensure that all, including pupils, are aware of their obligation to: follow instructions of the leader and supervisors, behave sensibly, and refrain from taking unnecessary risks. Any pupil whose behaviour is considered to be a risk to themselves or to others can be prevented from going on the visit.

Teachers:

- Need to be included in the planning of the visit and need to be fully aware of potential risks and planned measures to address these. They also need to be take an active part in evaluating the visit once it has taken place.
- They must do their best to ensure the health and safety of everyone in their group and act as any reasonable parent would do in similar circumstances

Parents:

- They must be informed of the outing, its objectives, schedule of the day and emergency measures in advance. They also need to return a signed consent form for all outings at the start of the year and can request their child to not participate to a specific outing (form sent before each outing).

Given the age of the children at Ecole du Parc (1-5 years), the school has decided that:

Pre-school children (2-3 years) will only go on very short trips which will be less frequent than those organised for school age children (3-5 years).

In order for very young children to benefit from an outing, even if they are not able to travel outside the school, arrangements will generally be made for a person outside the school to organise a session/activity in situ to illustrate a topic the class is working on. For example, a music teacher or professional dancer may be provided for the very young (2-3 year olds) while the older children visit a museum of musical instruments or attend a concert.

- No outings will involve swimming or water activities.
- All outings will be conducted during school opening times only¹ and will not involve an overnight stay
- An outing will not normally be chosen if it means that children with special needs (educational/medical) are not able to attend
- Transport to and from the outing venue will be by coach, public transport or walk.
- Travel to and from the outing venue will not normally last for more than 45 minutes - 1 hour.
- As much as possible, all accompanying adults will have worked within the school before and have therefore undergone all necessary checks and who are known by the children. If there are not enough trained adults available, parents of children at the school may be asked to volunteer.
- A ratio of 1 adult for 3 children, at most, will be followed for all school classes (children above the age of 3) and 1 adult for 2 children for Pré-Petite Section classes (children below the age of 3).

II. PROCEDURE FOR THE PLANNING, IMPLEMENTATION AND EVALUATION OF OUTINGS

Procedure to be followed by the Heads before the outing, by the Group Leader during the outing and after an outing

1. Outline proposal for an outing and discussion with staff to identify whether the outing is appropriate given the work of the children, their ages etc. This will include:

1.1. Type of visit and visit objectives

1.2. Likely date, duration, venue

1.3. Pupil group and staffing

1.4. Resources, estimated costs

1.5. Emergency procedures

If the outcome of discussions on the outline proposal is positive, the planning process can begin:

2. Planning

a. Venue

- Suitable for young children (what are the potential risks and can these be minimised)

¹ From time to time, an outing may return a little later than 3pm, which is the end of the school day for most of the children. The aim, however, is to return by 4.30pm at the latest.

- Does it have the facilities to cater for large groups of small children (separate education room, separate WC's, specialist teachers/trainers who can offer tailored group sessions, is there suitable outside/inside space for the children to "let off steam" at regular intervals?)
- Exploratory visit and meeting with the manager to make preliminary arrangements

b. Transport options and arrangements

Supervision

- Level of supervision: driver and at least one supervising adult for a small number of older children (for short journeys). In all other cases, there should be 1 supervisor for every 3 children.
- Group members should be made aware of the position of the emergency door, first-aid and anti-fire equipment
- The group leader should also be aware of alternative routes of means of travel in the event of delay or cancellation

Safety considerations

Note: all group members should be made aware that travel sickness tablets cannot be administered without the prior, written, approval of a child's parents/guardian

- When crossing roads: Group Leader should ensure that pupils observe safety rules of the Green Cross Code and the Highway Code. Pedestrian crossings and traffic lights should be used whenever crossing a street
- Safety of pupils when being picked-up or dropped-off transport and the Group Leader/teachers should proceed with a head count each time
- Group Leader should make clear how much/little freedom the pupils have to "roam" around. Pupils should also be made aware of what to do in an emergency.
- Safety of pupils on stops/rests during a journey: Group Leader should plan (with the driver) sufficient, and suitable, stops
- In the event of an accident or breakdown, the group should remain together, and under the direct supervision of the Group Leader or the other teachers
- Group Leader and supervisors must ensure that all children are properly seated and seat belts are fastened during transport
- Children must be made aware that they are not to access the driver area at any time

Travelling by train/boat or airplanes: Group Leader should arrange for seats to be booked well in advanced to ensure that the party can travel together

Hiring coaches and buses:

- Reputable company
- Operators have appropriate public service vehicle (PSV) if holds an operators' licence (NB permit holders provided by the Council or Traffic Commissioner under Section 19 of the Transport Act 1985): there is no need to have a PSV
- Seat belts available for the children
- Has appropriate insurance cover

c. Safety during the visit

Supervision

- Ensuring that adequate child protection measures are in place
- Establishing a high adult: child ratio
- Briefing adults on the outing and distributing information sheets with schedule of the day, key contact numbers of other accompanying adults, Group Leader, contact person at the venue

- Contingency plan should there be any delays
- Special supervisory measures? Can all children safely participate in this outing? What measures must be taken to allow children with special needs (educational/medical) to attend and enjoy the outing without incurring undue risk to him / others?

Toilets

As much as possible:

- Adults will always try to bring the children to the toilet as a group, so that an adult is not left alone with a child or group of children. If this is not possible, the other adults should be nearby and try to check on the child and adult regularly.
- The adults will follow the usual toilet hygiene procedures. At the very least, they will disinfect toilets before the group arrives and once the group leaves.
- The adults will make sure children in the toilets or being changed are blocked from view from the other visitors.
- Special attention should be paid to any other visitor trying to take pictures of the children
- Accompanying parents are not allowed to take children to the toilets

d. Emergency procedures

All those involved in a school visit (including supervisors, pupils and other parents) should be informed of what to do in the event of an emergency, who the key person is, the named back-up cover

Framework for emergency procedures

Group Leader usually takes charge (assesses the situation, makes sure that the procedures are followed, liaises with emergency services)

Pre-arranged school contact: main responsibility is to liaise with parents and the Local authority is appropriate. The school contact should have all the information needed on the visit

Checklist for emergency situations:

1. Assess nature and extent of the emergency ASAP
2. ensure that the group is safe and looked after
3. names of any casualties and seek medical attention (police if necessary)
4. Information on situation to supervisors and emergency procedures are being followed (incl. teachers accompany a child to hospital)
5. liaise with school contact: nature, date and time of the incident, location, names and nature of injuries, situation of others, action taken so far and action to be taken and by whom
6. liaise with insurers
7. Record facts, times etc. of incident as soon as possible
8. Complete an accident report form as soon as possible and contact the Health and Safety Executive if appropriate
9. No one in group should speak to the media and no one should discuss legal liability

Note: in case of a serious accident: contact local community support services for professional advice on how to best assist pupils with the effects of the accident (in the medium and long term)

- first aid assistance must be at hand (designated person in the group and correctly stocked first aid box –see below)

Minimum first aid provisions will include:

Suitably stocked first aid box, which must be taken on all outings

The Health and Safety Executive recommends that the following minimum contents be included in a travelling first aid box where no special risk has been identified:

- Leaflet with general advice on first aid
- Sterile and individually wrapped adhesive dressings x 6

- Large un-medicated wound dressing (18 cm x 18 cm) x 1
- Triangular bandages x 2
- Safety pins x 2
- Cleansing wipes (individually wrapped)
- Disposable gloves x 1

A person appointed to be in charge of first aid

- emergency procedures must be known and understood by all staff members and accompanying supervisors (the Group Leader, group supervisors and nominated school contact must all have a copy of the agreed emergency procedures)

e. Insurance

Does the current insurance policy of the school cover accidents incurred by children and adults participating in the outing? Does it cover damage caused by the outing party to others? Relevant for outings at Ecole du Parc

- Employers liability
- Public liability
- Personal accident cover for teachers, pupils and other adults
- Costs of medical treatment
- Damage or loss of hired equipment
- Programmed and non-programmed activities
- Compensation against cancellation or delay
- Legal assistance in the recovery of claims

f. Financing of the outing

g. Exploratory visit to be conducted by the teachers. This will enable staff to:

- Check that the venue is suitable to meet the aims and objectives of the school visit
- look at the facilities and equipment for small children and groups (separate WC for groups, separate room for eating lunch, a specific programme for schools e.g. sessions especially for children)
- Check with the Manager that adequate systems and programmes are available for the date and age group
- Assess potential risks and levels of risk
- check emergency procedures, exits and assistance available at site
- Become familiar with the area before taking a group of young children to the venue

h. Complete a formal risk assessment

- Complete an outing Risk Assessment

3. Communication with parents

Must be informed of the outing, its objectives, schedule of the day and emergency measures well in advance. They can decide to withdraw their child from the outing should they wish to.

4. Finalising details with staff and reiterating emergency procedures (above)

Information pack for all staff:

1. Transport:
 - Details of the transport company and driver (mobile)
 - Journey time
 - Dedicated place at the venue where the children can safely enter/leave the bus
 - All children must be seated (seat-belt strapped) during transport to and from the venue. Supervising adults must be seated next to children for whom they are responsible during the outing.
2. Safeguarding the children during the visit: Reiterating emergency measures and procedures
3. Information on local contact person (manager/educational facilitator) and facilities for the children

Information sheet with schedule of activities for the day + name of each group leader, names of pupils in their care + name and mobile number of the overall group leader for the outing & emergency contact

Note on any medical conditions/other of a pupil in any particular group – to ensure rapid assistance if necessary

In the red bag: Summary information about pupils and adults participating in an outing

5. **Briefing of pupils**
6. **Conduct the visit and ensure continuous monitoring throughout its duration**
7. **Debriefing with staff** and ensuring that all assessment /other forms are duly completed and included in school records

This policy was adopted on	Signed on behalf of the school	Date for review
25/02/2023	Eva Toth and Louise de Chateaufieux	24/02/2024



59. WELL-BEING POLICY

Well-being is a broad term that covers how you feel about yourself and your life. It encompasses the physical, emotional (and mental), social and spiritual areas of a person. Under the Early Years Foundations Stage (EYFS) this is covered in the children's personal, social, emotional development and physical development. Both of which are prime areas of learning and development.

Physical well-being covers everything physical to do with the body:

- Growth and development
- Moving and keeping physically fit
- Caring for your health (e.g. washing, cleaning teeth, etc.)
- Eating a balanced and nutritious diet
- Rest and appropriate sleep patterns.

Mental and emotional well-being includes:

- Acknowledging, expressing and coping with feelings and emotions
- Thought processes
- Reducing stress and anxiety.

Social well-being includes:

- Relationships
- Family (close and extended)
- Friends
- The feeling of belonging and acceptance
- Compassion and caring approaches.

Spiritual well-being can cover the following:

- Value and beliefs held
- Personal identity and self-awareness.

We are an inclusive setting and ensure that all children, families, staff and visitors are welcomed. We aim to embrace spiritual well-being and celebrate families and staff key events.

Children's well-being

Children's physical well-being is supported through our carefully planned curriculum programme which supports all types of gross and fine motor play both inside and outside. We provide nutritionally balanced meals for the children and support our staff to make healthy choices in regards to their physical health whenever appropriate.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other hygiene routines.

Children are provided with quiet and calming areas for rest, sleep and relaxation. This enables them to recharge their batteries and supports both their physical and mental well-being. We support children to make strong attachments with their key person as well as forge relationships with their peers in

order to support their social well-being. We offer opportunities and resources for children to play singly, in pairs, small groups and large groups to support this area of development. 2

Children's mental and emotional well-being is supported. We provide a safe environment that allows for caregiver to child co-regulation this consistent practice supports the process of children building the capacity for self-regulation to manageable, through providing activities in which children are able to recognise and express their emotions, including emotional literacy. This enables us to provide support for children who may be experiencing big emotions they cannot cope with just yet. We support children's self-regulation through carefully planned activities and resources, modelling calming strategies and naming and talking about feelings and by providing opportunities for children to practice their self-regulation skills.

Staff use the promoting positive behaviour policy to ensure a consistent approach to behaviour.

Staff are able to recognise when a child may need support with their emotions and provide this one to one or in a small group, whichever is more appropriate. Teaching children to recognise and manage their emotions at a young age helps support foundations to do this throughout their life.

Well-being for staff

At l'Ecole du Parc, we promote the good health and well-being of all our staff. As a School, we endeavour to support staff well-being, not only to ensure that children receive high quality care, but also to ensure our employees feel supported and cared for, as part of a team.

Mental ill-health is usually caused by a combination of work and non-work related factors. There is a myriad of reasons for mental ill-health; from the pressure of ongoing change at work to longer or more intense hours exacerbated by financial pressures at home, or relationship problems and greater caring responsibilities. Striking the balance between what is considered appropriate results or output, and robust mental health is tricky. We are committed to constantly upskilling ourselves so that we know about how to create and maintain conditions that support and encourage good mental health, as well as recognise the signs of ill health and provide appropriate support.

We recognise the importance of safeguarding the mental health of all of our employees, by providing a happy and nurturing working environment. With statistics in the UK showing that each week 1 in 6 of us experiences a common mental health problem, we are committed to acknowledging and supporting our staff's physical and emotional needs.

We know that the care and education of young children is highly rewarding. However, we are also aware of the day to day demands and pressures of modern life such as family life, financial worries, health concerns and work-life balance; and how these pressures, alongside the role of providing high quality care and education to young children, can place a high level of demand on all of our employees.

In order to support our staff team, we, the management team, put procedures in place that ensure staff well-being remains one of the key focuses of our practice. In doing this, we aim to provide our team with a safe, inclusive and nurturing working environment that acknowledges their needs, not just within the work place but as a whole person.

Louise de Chateauvieux is the named member of staff who leads our setting's well-being practice. She offers support on staff well-being and knows where to access external support.

Louise de Chateauvieux is also committed to keeping their well-being and mental health knowledge up to date and is responsible for reviewing our practices; supporting the developing knowledge of the whole staff team, to ensure we are implementing the necessary strategies to safeguard the well-being of our staff.

Procedure to minimise work related stress:

- To ensure staff are supported within the setting, new staff will receive a full induction so they feel competent and capable to carry out their role and responsibilities
- Staff will receive ongoing training, coaching and mentoring to ensure that they are supported to feel confident in their role to minimise stress within the workplace
- Regular performance meetings take place every term in which staff well-being is discussed and recorded
- Practitioners are respected and valued in their work, whatever their role. Tasks are shared out appropriately according to their role and level of responsibility, the workload is monitored and reviewed on a regular basis
- Staff are encouraged to have a healthy work-life balance; this is supported by ensuring the workload is monitored so that it is not necessary for staff to work outside of their scheduled hours. All contributions to work are valued and celebrated
- We carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members
- We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting
- Staff are encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms and demanding roles
- The school leader/well-being representative are available for staff to come and discuss any issues or concerns
- The school ensures that confidential conversations take place in private, away from other staff members and children
- All information remains confidential or on a needs to know basis to support the facilitation of open and honest conversations. However, where the manager or the well-being representative feels there is a question around the safety of the staff member, they will refer to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member, as appropriate
- We actively promote a culture of mutual respect, tolerance and cooperation tolerance, in line with the British values
- Team meetings are facilitated to support with team development, to raise awareness of mental health and well-being by engaging staff in conversations about how we, as a setting, can be maintaining a supportive environment for all
- We promote a culture that supports any staff member who is experiencing a mental health related illness to discuss this and reasonable adjustments will be made to support any staff experiencing stress and any mental health issues
- If the school is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the staff member. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate.
- If adjustments are unable to meet the needs of the member of staff or the school, then further advice support will be sought.
- Staff well-being and staff self-care information is available within designated staff areas
- Leaders and managers support practitioners in a safe culture where bullying, harassment and discrimination **is** not tolerated; along with a culture that will challenge and deal with any inappropriate behaviour in a timely manner.

Supporting staff members individually

We include well-being as part of our discussions at staff performance sessions and appraisals. During these sessions, we work with staff on an individual basis, and have well-being discussions to ascertain any individual well-being needs. Where the Manager and staff member feel it is appropriate, they will draw up an individual action plan, this includes looking at the workload and any stress triggers. With the needs of the school also in mind, reasonable adjustments will be made for the member of staff; this could include flexible working agreements, changes in environment, adjustments to jobs role and responsibilities; more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful.

If a member of staff is returning to work after a period of absence, a back to work interview is carried out as per our 'Return to Work Policy.'

We follow all statutory guidance on the safeguarding of our workforce and as stated, if the Manager is concerned about the safety of a member of staff, we will work with the Designated Safeguarding Lead to ask for support from the appropriate external agencies; this is to ensure the continued safety of our workforce at all times.

This policy was adopted on	Signed on behalf of the school	Date for review
<i>21/02/2023</i>	<i>Louise de Chateaufvieux and Eva Toth</i>	<i>20/02/2024</i>

64 Garfield Road
London SW11 5PN
Tel: 0207 993 6460
garfield@ecoleduparc.co.uk



2 Stormont Road
London SW11 5EN
Tel: 020 3774 0081
stormont@ecoleduparc.co.uk

60. WHISTLEBLOWING

At l'Ecole du Parc, we expect all our colleagues, both internal and external, to be professional at all times and hold the welfare and safety of every child as their paramount objective.

We recognise that there may be occasions where this may not happen and we have in place a procedure for staff to disclose any information that suggests children's welfare and safety may be at risk.

We expect all team members to talk through any concerns they may have with their line manager at the earliest opportunity to enable any problems to be resolved as soon as they arise.

Legal framework

The Public Interest Disclosure Act 1998, commonly referred to as the 'Whistleblowing Act', amended the Employment Rights Act 1996 to provide protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. On 25 June 2013, there were some legal changes to what constitutes a qualifying disclosure.

A qualifying disclosure is one made in the public interest by an employee who has a reasonable belief that:

- A criminal offence
 - A miscarriage of justice
 - An act creating risk to health and safety
 - An act causing damage to the environment
 - A breach of any other legal obligation or
 - Concealment of any of the above
 - Any other unethical conduct
 - An act that may be deemed as radicalised or a threat to national security
- Is being, has been, or is likely to be, committed.

Qualifying disclosures made before 25 June 2013 must have been made 'in good faith' but when disclosed, did not necessarily have to have been made 'in the public interest.'

Disclosures made after 25 June 2013 do not have to be made 'in good faith'; however, they must be made in the public interest. This is essential when assessing a disclosure made by an individual.

The Public Interest Disclosure Act has the following rules for making a protected disclosure:

- You must believe it to be substantially true
- You must not act maliciously or make false allegations
- You must not seek any personal gain.

It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be, committed; a reasonable belief is sufficient.

Disclosure of information

If, in the course of your employment, you become aware of information which you reasonably believe indicates that a child is/may be or is likely to be in risk of danger and/or one or more of the following may be happening, you **MUST** use the school's disclosure procedure set out below:

- That a criminal offence has been committed or is being committed or is likely to be committed
- That a person has failed, is failing or is likely to fail to comply with any legal obligation to which they are subject (e.g. EYFS, Equalities Act 2010)
- That a miscarriage of justice has occurred, is occurring, or is likely to occur
- That the health or safety of any individual has been, is being, or is likely to be endangered
- That the environment, has been, is being, or is likely to be damaged
- That information tending to show any of the above, has been, is being, or is likely to be deliberately concealed.

Disclosure procedure

- If this information relates to child protection/safeguarding then the school safeguarding policy should be followed, with particular reference to the staff and volunteering section
- Where you reasonably believe one or more of the above circumstances listed above has occurred, you should promptly disclose this to your manager so that any appropriate action can be taken. If it is inappropriate to make such a disclosure to your manager (i.e. because it relates to your manager) you should speak to another member of the office or LADO directly
- Employees will suffer no detriment of any sort for making such a disclosure in accordance with this procedure. For further guidance in the use of the disclosure procedure, employees should speak in confidence to the school manager or owner
- Any disclosure or concerns raised will be treated seriously and will be dealt with in a consistent and confidential manner and will be followed through in a detailed and thorough manner
- Any employee who is involved in victimising employees who make a disclosure, takes any action to deter employees from disclosing information or makes malicious allegations in bad faith will be subject to potential disciplinary action which may result in dismissal
- Failure to report serious matters can also be investigated and potentially lead to disciplinary action which may result in dismissal
- Any management employee who inappropriately deals with a whistleblowing issue (e.g. failing to react appropriately by not taking action in a timely manner or disclosing confidential information) may be deemed to have engaged in gross misconduct which could lead to dismissal
- We give all of our staff the telephone numbers of the Local Authority Designated Officer (LADO), the local authority children's social care team and Ofsted, so that all staff may contact them if they feel they cannot talk to anyone internally about the issues/concerns observed.

This policy was adopted on	Signed on behalf of the school	Date for review
23/01/2023	Louise de Chateaufieux and Eva Toth	22/01/2024