

Total Tots Nursery Policies & Procedures



LANCASTER BALMORAL & WESTGATE
EST 2003

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Admissions

At **Total Tots** we care for children between the ages of birth and 5 years.

The numbers and ages of children admitted to the nursery comply with the legal space requirements set out in the Early Years Foundation Stage (EYFS). When considering admissions, we are mindful of staff: child ratios and the facilities available at the nursery.

A child requiring a full-time place may have preference over one requiring a part-time place. This is dependent upon work commitments, occupancy and room availability.

We operate an inclusion and equality policy and ensure that all children have access to nursery places and services irrespective of their gender, race, disability, religion or belief or sexual orientation of parents.

Prior to a child attending nursery, parents must complete and sign contract, registration form and a one-off registration fee of £50.00. These forms provide the nursery with personal details relating to the child. For example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc.

At **Total Tots** we currently provide funded places available for children subject to availability. These places will be allocated on a first come, first served basis and can be booked a term in advance. Please note for admissions for the funded nursery education we have a termly intake, beginning the term following your child's *second/*third birthday.

All funded sessions are now in line with the flexible arrangement as specified by the Government. When you register your child for their funded place, we will discuss your needs and, as far as possible with availability and staffing arrangements, we will accommodate your wishes.

Confidentiality

You agree that you will not use, divulge or communicate to any person, firm or organisation (except in the proper course of your duties during your employment by the Company) any of the trade secrets or other confidential, technical or commercial information of the Company relating to the business, organisation, accounts, analysis or other affairs of the Company which you may have received or obtained or which has come to your knowledge while working for the Company. Confidential information includes:

1. Any information relating to the trading position, business, products, services, affairs and finances of the Company including (but not limited to) marketing information, lists of suppliers, agents, distributors, clients or customers and their needs and requirements and prospects lists.
2. Technical data and know-how relating to the business of the Company or any of its suppliers, agents, distributors, clients or customers including (but not limited to) product designs and specifications, drawings and plans, research and development, manufacturing processes, costs, margins, prices, business plans and forecasts.
3. Any document or item marked as confidential.

In particular, you will not without the prior written consent of the Company, permit any confidential information:

1. To be disclosed, whether directly or indirectly, to any third party, except to those authorised by the Company to know or as required by law; or
2. To be copied or reproduced in any form or to be commercially exploited in any way; or
3. To be used for your own purposes or for any purposes other than those of the Company or to be used or published by any other person; or
4. To pass outside your control.

You agree that you will inform the Company immediately upon becoming aware, or suspecting, that a third party knows or has used any of the Company's confidential information.

This restriction will continue to apply after the termination of your employment but will cease to apply to any information which may come into the public domain through disclosure by the Company.

All confidential information is the property of the Company, and you agree to hand it and any copies over to the Company on the termination of your employment or, at the request of the Company, at any time during your employment.

The wrongful disclosure of confidential information or other breach of confidentiality is a disciplinary offence. Depending on the seriousness of the offence, it may amount to potential gross misconduct and could result in your summary dismissal.

Nothing in this clause shall prevent you from disclosing information which you are entitled to disclose under the Public Interest Disclosure Act 1998, provided always that the disclosure is made in accordance with the provisions of that Act.

Arrivals & Departures

At **Total Tots** we give a warm welcome and goodbye to every child and family on their arrival and departure, as well as ensuring the safety of children, parent/carers, visitors, employees, volunteers and students.

Parents/carers are requested to pass the care of their child to a specific member of staff who will ensure his/her safety (this is usually a child's key person). The staff member receiving the child immediately records his/her arrival in the daily attendance register.

If the child is to be collected by someone who is not the parent at the end of the session, there is an agreed procedure that must be followed to identify the designated person. Please ensure you have listed on your child's data form a password, full name, relationship to child & contact details confirming they are authorised for pick up. Parents/carers are informed about these arrangements and reminded about them regularly. Other than the parent/s or legal guardian of the child, we do not allow anyone under the age of 18 to collect. If anyone under the age of 18 arrives to collect a child, the parent/carer will be contacted.

The nursery will not release a child to anyone other than the known parent/carer unless an agreement has been made at the time of arrival. In the case of any emergency such as a parent/carer being delayed and arranging for a designated adult to collect a child, the parent/carer should inform the designated person of the agreed procedure and contact the nursery about the arrangements as soon as possible. If in any doubt the nursery will check the person's identity by ringing the child's parent/carer or their emergency contact number (please refer to the late collection policy).

The child's key person or other nominated staff member must plan the departure of the child. This should include opportunities to discuss the child's day with the parent/carer in addition to what may already be shared via electronic systems, e.g. meals, sleep time, activities, interests, progress and friendships.

The parent/carer should be told about any accidents or incidents, and the appropriate records must be signed by the parent/carer before departure.

If the parent/carer requests the child is given medicine during the day the staff member must ensure that the medication procedure is followed (please read medication policy). Where applicable, all medicines must be signed out & recovered from the medicine box/fridge located in the office. The medication policy is to be followed regarding parent/carer signature.

On departure, the staff member releasing the child must mark the attendance register immediately marking the time of departure to show that the child has left the premises.

Parents/carers will be informed and reminded not to allow any other person onto the premises when dropping off or collecting, this is to ensure the safety. All persons entering the building must be verified by a nursery employee, we ask that only 1 parent or carer enters the building for drop off and collection.

In the event that someone gains unauthorised access to the premises and if it feels safe to do so, a member of staff will ask the person the purpose of their visit. If needed our lockdown procedure will be initiated by staff and the police will be called. (Refer to lockdown procedure). In any cases where someone has gained unauthorised access to the premises, we will revisit our arrivals and departures procedures and risk assessment.

Adults arriving under the influence of alcohol or drugs.

(Please refer to the alcohol and substance misuse policy)

Arrivals and departures of visitors -For arrivals and departures of visitors the nursery requires appropriate records to be completed on entry and exit e.g. in the visitors' book. (Please refer to supervision of visitor's policy for further information)

Staff, Students and Volunteers

Staff, students and volunteers are responsible for ensuring they sign themselves in and out of the building, including on breaks and lunchtimes.

Supervision of Visitors

At Total Tots we aim to protect the children in our care at all times, this includes making sure any visitors to the nursery are properly identified and supervised.

All visitors must sign the visitors' book on arrival and departure. Where applicable, visitors' identity should be checked, e.g. Ofsted inspectors or colleagues attending in a professional capacity such as speech and language therapists. Visitors are informed of any relevant policies including the fire evacuation procedure and mobile phone policy.

All visitors are given and should wear a visitor's badge 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 they do not recognise 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.
- Students, visitors Parents & carers are reminded not to hold doors open or allow entry to any person, whether they know this person or not. Nursery Managers & Practitioners 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.
- All visitors will be asked to leave their mobile phones in the office safe before entering nursery.

Settling Into Nursery & Transitions

Starting nursery, moving from one room to another, changing settings or starting school is an exciting time for children, but can also be a challenging and anxious time for both children and their parent/carers. We are committed to putting the needs of the child first whilst working with each other, parents/carers and other professionals to make transitions as smooth as possible for all concerned.

Starting Nursery - We try to make the transition from home to nursery as stress free as possible by following our settling in Policy. Before a child starts to attend Nursery, we use a variety of ways to provide parents/carers with information.

- Settling in visits will be arranged; these are short visits to allow the child to familiarise themselves with the environment. Also providing an opportunity for parents/carers to meet the nursery practitioners and your child's key person. The number of settling in visits and length of time is flexible depending on the individual needs of your child.
- We ensure that parents/carers are given plenty of information about all aspects of the nursery before their child starts. Information to support their start to nursery is shared via your child's evidence me app. The information gathered allows your child's key person builds a profile of your child, linking home with nursery. The information is to be completed and returned during your settling in visits (paper copies are made available).
- Parents/carers have opportunities when dropping off and collecting their child to talk with their key person what they've eaten and sleep times etc are updated through the Parent Portal app.
- Evidence me will showcase activities and upcoming events through links and photos of your child.
- It is clear to parents/carers from the start that they are welcome and supported at the nursery for as long as it takes to settle their child, and subsequently during their child's time at nursery.
- Each child is different, so we work with parents/carers to find out the best way to ease their child into nursery life.
- The nursery has a daily routine that we feel is very important to the children as it allows them to know what is happening next, when they will be collected etc.

Transition from Room to Room- Although children moving from room to room have usually been with us for some time, we still see this as an important transition for them and feel that it is important that this is planned and carried out in a way that meets the needs of each individual child. We ensure parents are notified of transition dates.

- Children normally transfer to the 2-3 room in the term after their second birthday. Prior to this child will visit the 2-3 room with their key person from the 0-2 room. They will stay with them, introducing them primarily to their new key person and then other staff members. They will also show them the nappy changing area, toilets, new peg etc.
- The child's current key person will share relevant information with the new key person such as nap times, allergies and medical needs. They will also share their current assessment sheet and online Learning Journey will be transferred. *(Please ensure you regularly update the nursery about any changes to your child's medical needs)*

- The child's new key person will introduce themselves to the child's parent/carer, sharing key information about the room and room routines.
- The same process applies when children transition to Pre-school.
- All transition information, new key person etc, will be shared through your child's evidence me app prior to transitioning to their new nursery room.

Attending another setting or Transition to another Setting

We will endeavour to have regular, effective communication in place where a child attends more than one provision at any one time, to ensure a smooth transition.

Sometimes children will move to a new setting, in this situation we will ensure that your child's most current assessment is ready to share with the new setting. With consent from parents/carers we are always available to talk with the new setting and share any information that may be deemed useful.

Transition to School

The move from nursery to school is a big step for both children and their parents/carers. We ensure smooth transitions by:

- We support children through planning in readiness for school.
- Reception teachers are invited to visit the nursery during the summer term. This is a time for them to introduce themselves to the children and talk with each child's key person. This communication helps to ensure continuity of learning for the child.
- An individual school transition document will be shared with consent, giving key information such as current stages of development in both prime & specific areas the child's voice & parent/carer comment. Once completed a signed copy will be shared with your chosen school.

Inclusion and Equality

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 Total Tots 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 job description. Should anyone believe that this policy is not being upheld, it is their duty to report the matter to the attention of the **nursery manager** 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. *(please see our local offer available on request or via our webpage)*
- 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.

Application forms are sent out along with a copy of the equal opportunities monitoring form. Application forms do not include questions that potentially discriminate on the grounds specified in the statement of intent.

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)

- Too 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.

Early learning framework

We follow the Birth to 5 Matters Framework 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 mealtimes and to respect the differences among them.

Parent/Carer 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 (digitally, 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/carers regularly about the running of the nursery and ask them to contribute their ideas.

We have key members of staff throughout all settings who are our named **(ENCO) Equality Named Co-ordinators**, they ensure that our setting is fully inclusive and promotes equality throughout.

Kirsty Liver (Morecambe)

Megan Knowles (Westgate)

Kara Sharpe (Lancaster)

Learning Opportunities Statement

At Total Tots we recognise that children learn in different ways and at different rates and plan for this accordingly. Our aim is to support all children attending the nursery to attain their maximum potential within their individual capabilities.

We provide a positive play environment for every child, so they may develop good social skills and an appreciation of all aspects of this country's multi-cultural society. We plan learning experiences to ensure, as far as practical, there is equality of opportunity for all children and a celebration of diversity.

We maintain a personalised record of every child's development, showing their abilities, progress, interests and areas needing further [practitioner](#) or parental/[carer](#) assistance.

For children whose home language is not English, we will take reasonable steps to:

- Provide opportunities for children to develop and use their home language in play and learning, supporting their language development.
- Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS.

We ensure that the educational programs are well planned and resourced to have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of all children. Planning is based on a secure knowledge and understanding of how to promote the learning and development of young children and what they can achieve.

We implement the birth to 5 frameworks set by the Department for Education that sets standards to ensure all children learn and develop well. We support and enhance children's learning and development holistically through play-based activities. We review all aspects of learning and development and ensure a flexible approach is maintained, which responds quickly to children's learning and developmental needs. We develop tailor-made activities based on observations which inform future planning and draw on children's needs and interests. This is promoted through a balance of adult-led and child-initiated opportunities both indoors and outdoors.

Direct observation is supplemented by a range of other evidence to evaluate the impact that practitioners have on the progress children make in their learning including:

- evidence of assessment that includes the progress of different groups of children:
- assessment on entry (starting point, baseline), including parental contributions by what to expect when & current age & range of development.
- Integrated Review at age "2" (two-year-old progress checks) age applicable
- on-going assessments, including any parental/[carer](#) contributions.
- the Early Years Foundation Stage Profile (where applicable) or any other summative assessment when children leave.

We acknowledge parents/[carers](#) as primary educators and encourage parental involvement as outlined in our Parents and Carers as Partners policy. We build strong home links in order to enhance and extend children's learning both within the nursery environment and in the child's home. We share information about the curriculum with parents/[carers](#) on a weekly basis through the evidence me app.

Gifted and Talented Children Policy

At **Total Tots** 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.

Early Years Curriculum

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We set out to assist all children attending the nursery to attain their maximum potential within their perceived capabilities. An electronic individual record of each child's development is maintained, showing their abilities, progress rate and whether they are requiring further practitioner assistance.

Practitioners are very aware of the importance of the correct play environment for the child, so that children may develop good social skills and an appreciation of all aspects of this country's multicultural society.

The nursery follows the Birth to 5 Matters non-statutory guidance (**published by Early Education on behalf of the**

Early Years Coalition) which practitioners use to support the implementation of the Statutory Framework for the Early Years Foundation Stage, which set out the legal requirements for delivering education for children from birth to 5 in England.

Birth to 5 Matters reflects on the previous non-statutory guidance Development Matters EYFS.



“Warm, trusting relationships with knowledgeable adults’ support children’s learning more effectively than any number of resources. We are all social beings, and babies and children who feel secure and listened to will turn to their trusted adults to share their experiences. Emotional wellbeing is the first necessity for successful learning, and adults who respect children’s feelings, show empathy, and support children to manage their feelings are helping to lay the foundations for development and learning.” **Birth to 5 Matters is published by Early Education on behalf of the Early Years Coalition**

The Birth to Five Matters applies to children from birth to the end of the reception year. The four principles of the EYFS underpin all the guidance in Birth to 5 Matters, which is designed to show how these principles work together for children in the EYFS. All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have agency and curiosity to learn and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development.” **Birth to 5 Matters is published by Early Education on behalf of the Early Years Coalition**

The four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

[Birth To 5 Matters – Guidance by the sector, for the sector](#)

A Unique Child

At Total Tots Nursery we recognize that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognize that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others, we use praise and encouragement to encourage children to develop a positive attitude to learning.

Inclusion - We value the diversity of individuals within the nursery and do not discriminate against children. All children at Total Tots Nursery are treated fairly regardless of race, religion or abilities. All children and their families are valued within our nursery.

"Focus on the child at the centre. All children are unique. There is a recognition that every child brings with them a rich heritage when they arrive in an early education setting. Their homes, families, life experiences and beliefs provide the bedrock to their identity. The differences between children offer wonderful opportunities to learn about and celebrate these differences" Birth to 5 Matters is published by Early Education on behalf of the Early Years Coalition

In our nursery we believe that all our children matter, we give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning.

In the Birth to Five Matters set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all children this includes children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- using a wide range of teaching strategies based on children's learning needs.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which the contribution of all children is valued.
- using resources which reflect diversity and are free from discrimination and stereotyping.
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- monitoring children's progress and taking action to provide support as necessary.
- In the moment planning based on children's current interests

Welfare

“Caring for and about babies and young children from birth to 5 and beyond. This involves having feelings of concern, responsibility and love for children, and also engaging in nurturing behaviours - being watchful, protective and acting with care, affection and regard for children and their rights to ethical treatment.” Birth to 5 Matters is published by Early Education on behalf of the Early Years Coalition

At Total Tots Nursery we understand that we are legally required to comply with certain welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2007. We understand that we are required to:

- promote the welfare of children.
- promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- manage behaviour effectively in a manner appropriate for the children’s stage of development and individual needs.
- ensure all adults & Practitioners who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

Positive Relationships

At Total Tots Nursery we recognise that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners- We recognise that parents are children's first and most enduring educators and we value the contribution they make. We recognise the role that parents have played, and their future role, in educating the children.

We do this through:

- talking to parents/carers about their child at the beginning of the day.
- inviting all parents/carers to a settling in induction visit prior to the child's starting nursery.
- offering parents/carers regular opportunities to talk about their child's progress in our nursery and via their electronic app
- encouraging parents/carers to talk to the child's Key Person if there are any concerns.
- Drop-in sessions/parent evenings offered for parents/carers where the Key Person and the parent/carers discuss the child's progress in private. (Spring & Summer Term)
- Parents/carers are offered the opportunity to carry out home observations and share them through their Parent Postcard app on Evidence Me

<https://help.evidence.me/evidence-me-help-for-parents/>

Enabling Environments

“Children are unique and holistic learners, thriving within environments that support their individual and diverse motivations, interests and needs. They require a wealth of possibilities within varied contexts, and this is best supported within stimulating and challenging environments that value exploration and play” Birth to 5 Matters is published by Early Education on behalf of the Early Years Coalition

At Total Tots Nursery we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

Observation, Assessment and Planning - We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment takes the form of observation, and this involves the Key Person and other adults as appropriate. These observations are recorded in children's individual electronic profiles.

The Learning Environment - The nursery is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The nursery classrooms are set up to support all areas of, where children can find and locate equipment and resources independently. The nursery has its own enclosed outdoor area. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children opportunity to explore, use their senses and be physically active. We plan activities and resources for the children to access outdoors that help the children to develop in all 7 areas of learning.

Learning & Development

At Total Tots Nursery we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are interconnected.

All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have agency and curiosity to learn and will interact with other people and the world around them in different ways. Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development.” Birth to 5 Matters is published by Early Education on behalf of the Early Years Coalition

Playing & Exploring -Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems, they express fears or re-live anxious experiences in controlled and safe situations.

“As they play children immerse themselves in what most interests them, and in the process find out about themselves, other people, and the world around them” Birth to 5 Matters is published by Early Education on behalf of the Early Years Coalition

Active Learning - Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfactions as they take ownership of their learning.

Thinking Creativity and Critically - Children should be given opportunity to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Areas of Learning

There are **seven areas of learning**:

Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication & Language

Specific Areas

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities.

“children’s learning is not compartmentalised and many or all of these elements are in action at the same time as children interact with people and things” Birth to 5 Matters is published by Early Education on behalf of the Early Years Coalition

Monitoring and Reviewing

It is the responsibility of the managers to follow the principles stated in this policy, they are the named person responsible for the delivery of the curriculum framework. The managers will discuss best practice with the practitioners regularly through termly child led supervisions & termly practitioner supervisions.

Selecting Play Equipment

The toys and equipment in nursery provide opportunities for children, with adult help, to develop new skills and concepts in the course of their play. The equipment we provide:

- Is appropriate for ages and stages of the children.
- Offers challenges to develop in physical, social, personal and intellectual skills.
- Features positive images of people, both male and female, from a range of ethnic and cultural groups with and without disabilities.
- Includes a range of materials, which can be used in a variety of ways, encouraging an open-ended approach to creativity and problem solving.
- Will enable children with adult help to develop individual potential and move towards required learning goals.
- Conforms to all safety regulations and is well maintained.
- Toys and equipment are regularly checked, and risk assessed.
- Each room records the resources provided in areas of continuous provision, this is linked to skills and learning children can access in these areas.
- Development plans are evaluated, and new targets are set followed by a toys/resource Audits.

Useful links and information <https://birthto5matters.org.uk/introduction/>

Outdoors

At **Total Tots** we recognise the importance of daily outdoor play and physical development and are committed to ensure all children have daily access regardless of their age and stage of development. Where 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.

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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 and some children will sleep outdoors (see sleep policy).

Where activities take place away from the setting (e.g. in the local wood) 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
- Sun Care
- Caring for Babies and Toddlers
- Lost Child Policy
- Parents and Carers as Partners
- Supervision of Children
- Safeguarding and Child Protection • Outings.

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

Visits & Outings

As part of the curriculum the children are taken for local walks, visits and trips off the premises. A risk assessment will be carried out by one member of staff before the outing takes place.

Permission is required from parents before any child will be taken on outings, this is requested on the child's data form on admission into the nursery.

For more detailed trips, parents are sent out a permission form on which all details of the trip are given. A signature is required before the child will be accepted on the trip. We will also contact the venue and obtain their risk assessment, the adult ratio on a trip is **1 adult 2 children**.

Turtle Bus -Total Tots Turtle Buses hold 6 children, when out in the Turtle Bus the ratio will be 1:3.

All children and adults are registered on and off the trip, with times included. The supervisor will always carry the register, accident book, and emergency contact numbers for all children and staff, also a first aid kit and a Nursery mobile phone. Written itinerary & risk assessments will be shared with parents for trips.

Children will wear high vis tabards or badges for group recognition with Total Tots contact details on, children's names will not be on display.

Each member of staff may have a volunteer parent/carer to accompany them on the trip (larger trips). The staff members will contact nursery at least once on the trip and information will be updated on the Parent Portal app.

The register will be taken before departure, halfway through and arrival back to nursery along with regular head counts.

When planning a trip or outing using vehicles, we always ensure we use registered companies.

If a vehicle is used for outings the following procedure will be followed:

- Ensure that written consent has been obtained from all parents/carers.
- Ensure vehicles fitted with 3-point seat belts, child seats, booster seats and airbags are used correctly.
- Ensure the maximum seating is not exceeded.
- All children will be accompanied by staff members, with appropriate ratios.
- No child will be left in a vehicle unattended.
- Care will be taken when getting in or out of a vehicle. Where possible, the vehicle should be parked away from busy roads and children should enter and exit on the pavement side.

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 nursery environment and extend children's experiences. Nursery will always seek parental permission for children to be included in such outings.

Procedures

Visits and outings are carefully planned following policies & procedures along with any local/national guidelines, whatever the length or destination of the visit:

- A pre-visit checklist may be carried out ahead of the trip, full risk assessments and outings plan will always be carried out by a manager or senior member of staff before the outing to assess the risks or hazards which may arise for the children, and identify steps to be taken to remove, minimise and manage those risks and hazards. We will endeavour to visit the venue prior to the visit. This will ensure that the chosen venue is appropriate for the age, stage and development of the children.
- Written permission will always be obtained from parents/carers before taking children out.
- We provide appropriate staffing levels for outings dependent on an assessment of the safety and the individual needs of the children.
- At least one member of staff will hold a valid and current paediatric first aid certificate and this will be increased where risk assessment of proposed activity deems it necessary.
- We designate one member of staff to be the outing leader, this may be the most senior member of staff attending and it will be their role to take the lead in the event of any emergencies/incidents (**see Lost Child Procedure from Outings Policy**)
- A fully stocked first aid box will always be taken on all outings along with any special medication or equipment required.
- A completed trip registers together with all parent/carer and staff contact numbers will be taken on all outings.
- Regular headcounts will be carried out throughout the outing, timings of headcounts will be discussed in full of the nursery manager prior to the outing.
- All staff will be easily recognisable by other members of the group; they will wear the nursery uniform and high visibility vests/jackets.
- Children will be easily identified by staff when on a trip by use of a sticker system. The nursery name, number and mobile number will be displayed.
- A fully charged nursery mobile phone will be taken as a means of emergency contact (*staff are reminded of the mobile phone policy and asked to leave personal phones at the setting*)
- In the event of an accident, staff will assess the situation. If required, the group will return to nursery immediately and parents/carers will be contacted to collect their child. In the event of a serious accident an ambulance will be called at the scene, as well as parents/carers being contacted. One member of staff will accompany the child to the hospital, and the rest of the group will return to the nursery.

Risk assessment/outings plan.

The full risk assessment and outing plan will be displayed for parents/carers to see before giving consent. This plan will include details of:

- The name of the designated person in charge - the outing leader
- The name of the place where the visit will take place.
- The estimated time of arrival at the place where they are visiting and expected time, they will arrive back at the nursery.
- The number of children, age range of children, the ratio of staff to children, children's individual needs and the group size
- The equipment needed for the trip, i.e. first aid kit, mobile phone, coats, safety reins, pushchairs, rucksack, packed lunch etc.
- Staff emergency contact numbers

- Method of transportation and travel arrangements (including the route)
- Financial arrangements
- Emergency procedures
- The name of the designated first aider and the first aid provision
- Links to the child's learning and development needs.

Lost children

In the event of a child being lost, the Lost Child Procedure will be followed. Any incidents or accidents will be recorded in writing and Ofsted will be contacted and informed of any incidents.

There may be opportunities for parents/carers to assist on outings. The manager will speak to parents/carers prior to the visit regarding health and safety and code of conduct.

In the event of an emergency (including a terrorist attack)

In the event of an emergency whilst out on a visit, we encourage staff to find a safe haven and remain there until the danger passes. Each outing will have a detailed risk assessment, which covers all these risks and is planned ahead.

This could cover other issues such as extreme weather, emergency (such as an ill or injured child) etc.

We will contact all parents/carers to let them know everything is ok as soon as it is safe to do so.

Ofsted will be contacted and informed of any incidents.

Further information can be found at:

<https://www.npcc.police.uk/NPCCBusinessAreas/WeaponAttacksStaySafe.aspx>

Special Educational Needs & Disability Policy

Basic information about the setting's special educational needs and disability provision.

The aims and objectives of our SEND policy are:

- To provide high quality early years education for every child, Children should not be excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs (SEND), disability, gender or ability.
- Children with special needs have the right to be educated and to develop to their full potential alongside other children. Everyone stands to gain if all children are allowed to share the same opportunities and helped to overcome any disadvantages they may have to face.
- To ensure that all children are treated as equals and are encouraged to take part in nursery activities and provision throughout the daily routine.
- To recognise any special needs a child may have and ensure all staff are aware of the DFES Code of Practice on identifying and assessment of special needs and disability.
- To liaise with outside agencies, (*Early Help Assessment plan*)
- To work together with parents/carers and form a good partnership taking on the views, wishes and feelings of the child and their parents/careers.
- To prepare children effectively for adulthood working together across education, health and care for joint outcomes.

Our Special Needs Co-ordinators (SENDCO)

- (Total Tots Lancaster) **Sam Howse**
- (Total Tots Morecambe) **Lindsey Frizzle**
- (Total Tots Westgate) **Megan Knowles & Natasha Howson**

The SENDCO's role is to:

- Liaise with parents and other professionals in respect of children with special educational needs and disabilities.
- Ensure that appropriate Individual targeted learning plan are in place.
- Collect, record and update relevant background information about individual children with SEND.
- Ensure that the needs of children with SEND are being included in all aspects of our setting's planning and practice.
-

The admissions arrangements for children with SEND are:

- Parents/carers will come and visit the nursery with their child/ren.
- The senior management will show the parent/carer around the nursery and provide relevant information.
- Parents/carers should inform the setting of any Special Educational Needs at this point.
- Parents/carers will be given an application form. A date will be arranged for a meeting between the manager, the SENCO and the parents/carers, to discuss the needs of the child at nursery, including number and length of sessions, staff ratio's, the physical environment.
- When all participants are happy with the provisions provided then arrangements will be made for settling in sessions.

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 (2023)*
- *Statutory Framework for the EYFS (2024)*

Special Educational Needs and Disability (SEND) code of practice.

The nursery 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 **Total Tots** 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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

Statement of intent

We are committed to the inclusion of all children at our nursery. 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:

- Liaising with any professional agencies
- Reading any reports that have been prepared.
- Attending any review meetings with the local authority/professionals
- Observing each child's development and assessing such observations regularly to monitor progress.

All new children will be given a full settling in period when joining the nursery according to their individual needs.

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 an accelerated pace e.g. 'most able' 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.

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
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- liaising with professionals or agencies beyond the setting
- taking the lead in implementing the graduated approach and supporting colleagues through each stage of the process.

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/appropriate
- Signpost parents and families to our Local Offer 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 (2024)
- 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, considering their levels of ability.
- Review children's progress and support plans **every 6-8 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 2023*).

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.

Assess

In identifying a child as needing SEND support, the key person, 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

Where it is decided to provide SEND support, and having formally notified the parents, the key person 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.

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)

Some children and young people may require an EHC needs assessment in order to decide whether it is necessary to develop an EHC plan. 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.

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.
- We 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.
- We will review this policy annually to ensure it continues to meet the needs of the children/parents and our nursery.

Information about the setting's staffing policies and partnership with other professionals and agencies.

SEND Training - Practitioners training in relation to Special Educational Needs and disabilities is met through attendance on county courses and in-service training within our own setting. During child lead supervisions the SENCO discuss any concerns they may have over children.

Local Offer - Nursery local offer can be found on our website, the local offer sets in one place information about our provision we provide for children with SEND. This includes those who do not have an educational health and care plan.

<https://irp.cdn-website.com/b3575b1c/files/uploaded/Local Offer Updated Total Tots May 2024.pdf>

<https://irp.cdn-website.com/b3575b1c/files/uploaded/PROVISION MAPPING May 2024.pdf>

Partnership with Parents- At Total Tots we aim to have an open relationship with our parents, so that if we did have any concerns over a child at nursery, an informal meeting would be able to take place, where we could discuss this concern and share evidence and information with the parents. Before any outside agencies or professionals are contacted, consent must be given by the parents and a written agreement signed. Any meeting, discussion or decision will take place in the nursery, in a friendly, relaxed manner with the SENDCO, nursery manager, parents and any other relevant bodies who have input in the educational provisions of the child. Parents will be updated with information on how their child is progressing through regular meetings.

Key Person

“The key person helps the child to feel known, understood, cared about, and safe. The key person helps the baby or child feel confident that they are “held in mind”, thought about and loved. This experience of being cared for by reliable adults who meet their physical needs and remain attentive and playful, affectionate and thoughtful allows children to form secure attachments” Birth to 5 Matters is published by Early Education on behalf of the Early Years Coalition

The key person is recognised throughout Total Tots as being essential to each child’s personal, social and emotional development. Each child attending Total Tots Nursery will be assigned a Key Person and a secondary Key Person, who will ensure that a record of development and learning is provided. Where a child is admitted at very short notice, the Key Person may be decided when the child has started. Wherever possible, the Key Person should spend some time with the child’s parents/carers gathering information about the child and family, for example when settling the child into the nursery.

The Key Person is the child’s family’s initial, **but not exclusive**, point of contact in the nursery. It is intended that a positive relationship be fostered, and that contact be encouraged when the Key Person is on duty. However, where possible, a secondary Key Person should also be assigned, and other staff should also maintain contact as it is unlikely that the Key Person will always be on duty every time a child is brought to or collected from nursery. It is likely that the Key Person will form strong attachments with their key children and will know them the best. Wherever possible, continuity of staffing arrangements will be organised to ensure a child’s Key Person cares for them.

All staff assigned key children are responsible for observing and recording assessments on all children, generally taking brief notes of individual children’s achievements and progress. The Key Person is also responsible for updating their children’s records and ensuring an accurate overview of each child enabling them to identify their needs and interests. The records are to be used to support planning, general discussions with parents and during parent’s Drop Ins (parent evenings) and to identify progression and areas where support is needed.

When a child is transitioning into another room, their online learning profile will be shared with new room. The Key Person in the room the child is leaving must ensure all records are fully up to date before the child moves on. The child’s new Key Person should continue updating as needed.

Parental Involvement

“The benefits are greatest when practitioners and families work in respectful partnership to develop ways to support children both at home and in the setting. Working together ensures a good understanding of a child’s needs, leading to appropriate provision within the setting and the possibility of supporting learning in the home “Birth to 5 Matters is published by Early Education on behalf of the Early Years Coalition

The Early Years Foundation Stage states:

We aim to give parents/carers the opportunity to actively participate as partners in policy and procedures, decision making and planning. We will do this through:

Proving a welcoming setting where:

- Parents are greeted by practitioners.
- Parents and practitioners regularly exchange information on their child.
- We display photos of staff, children and activities.
- We display children’s work and encourage parents to recognise the relevance of it.

Communication is vital in the setting and we:

- Encourage parents to review their child’s learning through looking at their online profile (evidence me)
- Informal discussions between parent and practitioner on child’s interests and ways to support their development.
- Exchange of daily information such as meals, sleeps & toileting through the Parent Portal app.
- Yearly parent questionnaire.

Parents as Educators/Learners We aim:

- For parents to work alongside key workers in supporting and extending a child’s learning and development
- For parents to participate in policy and decision making, through discussions, parental questionnaire and feedback.
- To give parents information and ideas on how to support their child’s learning & development at home. For example, school readiness.
- For observations to be shared between home and nursery
- To offer opportunity for practitioner and parental liaison
- To regularly change and update the parent’s notice board.
-

P.I.C.O Parental Involvement Co-coordinators

- Sam Howse & Amy Begg (Lancaster Total Tots)
- Lindsey Middlehurst & Samantha Mason (Morecambe Total Tots)
- Natasha Howson (Westgate Total Tots)

Separated Family

At Total Tots we recognise that when parents separate it can be a difficult situation for all concerned. We understand that emotions may run high, and this policy sets out how we will support all parties in within the nursery including our staff team. The key person will work closely with the parents to build close relationships which will support the child's/children's emotional wellbeing and report any significant changes in behaviour to the parent. Parents will be signposted to relevant services and organisation for support for the whole family.

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 (**PR**). 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.

Nursery registration

During the registration process we collect details about both parents including who has parental responsibility, as this will avoid any future difficult situations.

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 nursery.
- Comply with any details of a court order where applicable to the child's attendance at the nursery 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 nursery, to both parents where both hold parental responsibility.
- Invite both parents to nursery events, including parental consultations and social events where both hold parental responsibility.
- Ensure any incident or accident within the nursery relating to the child is reported to the person collecting the child.
- 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 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 nursery staff in any family disputes, unless this directly impacts on the care we provide for the child.
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat.
- Not ask the nursery 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.

Looked after Children

At Total Tots we are committed to providing a welcoming and inclusive quality environment for all children and families.

Definition and legal framework

The description 'looked after' is generally used to describe a child who is looked after by the local authority. This includes children who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. Most looked after children will be cared for by foster carers with a small minority in children's homes, looked after by family members or even placed back within the family home.

The term 'looked after child' denotes a child's current legal status. The nursery never uses this term to categorise a child as standing out from others or refers to a child using acronyms such as LAC.

The legal framework for this policy is underpinned by or supported through:

- *Childcare Act 2006*
- *Children Act (1989 and 2004)*
- *Adoption & Children Act (2002)*
- *Children & Young Person Act (2008)*
- *Children and Families Act (2014).*
- *Children and Social Work Act (2017)*

Our policy

Our nursery treats each child as an individual. We recognise that for young children to get the most out of educational opportunities they need to be settled appropriately with their carer. We will discuss with the child's carer, and social worker where applicable, the length of time the child has been with them carer before they start nursery to establish how secure the child feels and whether they are ready to be able to cope with further separation, a new environment and new expectations made upon them.

We are aware that there a number of reasons why a child may go into care and these reasons may or may not include traumatic experiences or abuse. All our practitioners are committed to doing all they can to support all children to achieve their full potential. The nursery staff team are all trained to understand our safeguarding policy and procedures. Additional training to support children's individual needs will be planned for where appropriate. Practitioners are supported by management at all times, and we have an open-door policy if they need to discuss any sensitive issues regarding the child.

Where applicable, we contribute to any assessment about the child, such as those carried out under the Common Assessment Framework (CAF) and to any multi-agency meetings, case conferences or strategy meetings in relation to the child's learning and development. The designated person for looked after children and/or the child's key person will attend meetings as appropriate.

Each child is allocated a key person, the key person will support the child initially with transition and settling in and then continue to support and build up a relationship with the child carers and any other

agencies involved. Regular contact will be maintained with the carers throughout the child's time at the nursery and with the social worker or other professionals (where applicable).

The key person will carry out regular ongoing practice such as observations to build up a picture of the child's interests, and plan activities accordingly to support the child's stage of learning and development and interests. This information will be shared with carers and other professionals as appropriate as well as any concerns surrounding their developmental stages.

Where necessary we will develop a care plan with carers and professionals. This will include:

- The child's emotional needs and how they are to be met.
- How any emotional issues and problems that affect behaviour are to be managed?
- The child's sense of self, culture, language/s and identity - how this is to be supported.
- The child's need for sociability and friendship
- The child's interests and abilities and possible learning journey pathway
- How any special needs will be supported?

In addition, the care plan may also consider:

- How information will be shared with the foster carer and local authority (as the 'corporate parent') as well as what information is shared with any other organisation or professionals and how it will be recorded and stored
- What contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be in the setting, when, where and what form the contact will take will be discussed and agreed.
- Who may collect the child from nursery and who may receive information about the child?
- What written reporting is required
- Wherever possible, and where the plan is for the child to return to their home, the birth parent(s) should be involved in planning.
- With the social worker's agreement, and as part of the plan, whether the birth parent(s) should be involved in the setting's activities that include parents, such as outings, fun days etc. alongside the foster carer.

Where applicable, we will complete a Personal Education Plan (PEP) for any children aged three to five in partnership with the social worker and/or care manager and carers. We will also attend all appropriate meetings and contribute to reviews.

The key person and designated 'looked after' person will work together to ensure any onward transition to school, or another nursery is handled sensitively to ensure that this is as smooth as possible and all necessary information is shared. The child's individual file, including observations, photographs and pieces of artwork and mark making will be passed on to the carer at this stage.

Behaviour Management

Children learn how to behave. All babies are hard wired to become social and sociable and their experiences depend on this. We believe children should have set boundaries for their own safety and for the safety of their peers. We aim to set these boundaries to explore and develop their own ideas. Sanctions applied in the case of unacceptable behaviour must take account the age and stage of development of the child. The nursery staff shall ensure that the parents/carers are fully informed about and support the actions being taken to modify the child's unacceptable behaviour. In repeated cases of unacceptable behaviour these incidents will be recorded in the incident book.

- The nursery believes in promoting positive behaviour.
- We aim to encourage self-discipline, consideration for each other, our surroundings and property.
- By praising children and acknowledging their positive actions and attitudes, we hope to ensure that children see that we value and respect them.
- We avoid creating situations in which children receive adult attention only in return for inconsiderate behaviour.
- We recognise that babies and very young children are unable to regulate their own emotions such as fear, anger or distress and require sensitive adults to help them do this.

When Children behave in an unacceptable way

If a child behaves in an unacceptable way, they will be told no, and the practitioner will change their tone of voice to a firmer one to encourage the child to understand that no means no.

- Children will never be sent out of the room by themselves. Practitioners will not take the child to the office.
- Physical punishment, such as smacking or shaking, will neither be used nor threatened.
- Techniques intended to single out and humiliate children such as the 'naughty chair' will not be used.
- Physical restraint, such as holding, will only be used to prevent physical injury to children or adults and or serious damage to property. Any significant event of this sort will be recorded, and the parents/carers will be informed the same day.
- Adults will not shout or raise their voices in a threatening way.

In cases of serious misbehaviour, such as racial or other abuse and bullying, the unacceptability of the behaviour and attitude will be made clear immediately, but by means of explanation rather than personal blame.

In cases of misbehaviour, it will always be made clear to the child or children in question that it is the behaviour and not the child that is unwelcome.

Adults in the nursery will make themselves aware of and respect a range of cultural expectations regarding interactions between people.

Any behaviour problems will be handled in a developmentally appropriate fashion, respecting individual children's level of understanding and maturity.

Recurring problems will be tackled by the whole nursery, using objective observation records to establish an understanding of the cause always with parents/carers knowledge and input.

Adults will be aware that some kind of behaviour may arise from a child's special needs.

Anyone with worries or concerns on this matter can discuss it with the manager/deputy at any time, in total confidence.

Behaviour Co-ordinators

- Kara Sharpe (Nursery Manager Lancaster Site) & Sam Howse & Amy Begg (Nursery Deputy Lancaster Site)
- Kirsty Liver (Nursery Manager Morecambe Site)
- Lindsey Middlehurst & Samatha Mason (Nursery Deputy Morecambe Site)
- Natasha Howson & Jade North (Nursery Deputy Westgate Site)
- Megan Knowles (Nursery Manager Westgate Site)

Bullying & Aggressive Behaviour

Aggressive behaviour and bullying will not be tolerated at Total Tots, towards other peers and adults. Actions such as:

- Throwing furniture or toys,
- Name calling
- Being physically aggressive.
- Being verbally aggressive or abusive.

We will intervene to stop the child from causing harm to themselves and others in the environment.

The child will be given time to calm to down in a safe and controlled way.

The practitioner will discuss with child the negative behaviour and encourage positive behaviour.

The incident will be recorded, and strategies will be discussed with the parent to promote a more acceptable behaviour.

A behaviour plan may be put in place, to ensure the nursery and parents are working together on the same targets, to encourage positive social behaviour. This plan will be reviewed on a regular basis.

Practitioners can signpost parents to the Local Neighbourhood Centres, if the parents agree to their services being requested, this will be done through a request for services form.

Roles and Responsibilities

All staff are expected to maintain high standards of behaviour and act as role models for children, parents and carers in the setting. The staff will encourage and advise parents on positive behaviour management. If a member of staff becomes aware that corporal punishment is being used by parents/carers, the member of staff will speak to the parents/carers about acceptable and unacceptable behaviour management and speak to a named child protection officer.

Total Tots follow the “Supporting & understanding children’s behaviour” (BEHAVE Road Map for settings of Lancashire Early Years) The map supports with

- practitioners’ numerous strategies to support and understand children's behaviour.
- Suggests ways to positively engage with parents and provide them with information on behaviour.
- Provides ideas on using assessments to better support children's behaviour.
- Includes materials to assist in developing policy and procedural documents.
- Focuses on enhancing and developing the early years environment to better support children.

<https://www.lancashire.gov.uk/early-years-support-and-training/areas-of-learning/psed/psed-roadmap/>

Promoting Positive Behaviour

At **Total Tots** we believe that children flourish best when they feel safe and secure and have their needs met by supportive practitioners who act as good role models, show them respect and value their individual personalities. Children are supported through co-regulation, where adults and children work together towards a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance leading on to a path to self-regulation. The nursery actively promotes British values and encourages and praises positive, caring and polite behaviour at all times and provides an environment where children learn to respect themselves, other people and their surroundings.

We implement the early year's curriculum supporting children to develop their personal, social and emotional development. This involves helping children to understand their own feelings and others and beginning to regulate their behaviour. We support children to do this through working together with parents, having consistent approaches, structure, routine and age/stage appropriate boundaries. We help build confidence and self-esteem by valuing all children and giving lots of praise and encouragement.

To support positive behaviour in our setting, we aim to:

- Recognise the individuality of all our children.
- Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
- Understand that behaviours are a normal part of some young children's development e.g. biting.
- Encourage self-regulation, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills
- Ensure that all staff act as positive role models for children.
- Encourage parents and other visitors to be positive role models.
- Work in partnership with parents by communicating openly.
- Praise children and acknowledge their positive actions and attitudes, therefore ensuring that children see that we value and respect them.
- Encourage all staff working with children to accept their responsibility for implementing the goals in this policy and to be consistent.
- Promote non-violence and encourage children to deal with conflict peacefully.
- Provide a key person system enabling staff to build a strong and positive relationship with children and their families.
- Provide activities and stories to help children learn about accepted behaviours, including opportunities for children to contribute to decisions about accepted behaviour where age/stage appropriate.
- Supporting and developing children's understanding of different feelings and emotions, self-regulation and empathy as appropriate to stage of development. This includes using strategies and naming and talking about feelings and ways to manage them.
- Have a named person who has overall responsibility for promoting positive behaviour and behaviour support.

The manager for promoting and supporting behaviour is It is their role to:

- Advise and support other staff on any behaviour concerns.

- Along with each room leader will keep up to date with legislation and research relating to promoting positive behaviour.
- Support changes to policies and procedures in the nursery.
- 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.
- Our nursery rules are concerned with safety, care and respect for each other. We keep the rules to a minimum and ensure that these are age and stage appropriate. We regularly involve children in the process of setting rules to encourage cooperation and participation and ensure children gain understanding of the expectations of behaviour relevant to them as a unique child.

Children who are displaying distressed/challenging behaviour, for example, by physically abusing another child or adult

e.g. biting, or through verbal bullying, are helped to talk through their feelings and actions through co-regulation before thinking about the situation and apologise where appropriate. We make sure that the child who has been upset is comforted. We always acknowledge when a child is feeling angry or upset and that it is the behaviour that is not acceptable, not the child or their feelings.

Our promoting positive behaviour procedure is:

- We support all children to develop positive behaviour, and we make every effort to provide for their individual needs.
- We never use or threaten to use physical punishment/corporal punishment such as smacking or shaking or use or threaten any punishment that could adversely affect a child's wellbeing.
- We only use physical intervention (where practitioners may use reasonable force to prevent children from injuring themselves or others or damaging property) or to manage a child's behaviour if absolutely necessary. We keep a record of any occasions where physical intervention is used and inform parents on the same day, or as reasonably practicable.
- We recognise that there may be occasions where a child is displaying challenging/ distressed behaviour and may need individual techniques to restrain them to prevent a child from injuring themselves or others. This will only be carried out by staff who have been appropriately trained to do so. Any restraints will only be done following recommended guidance and training and only with a signed agreement from parents on when to use it. We will complete an incident form following any restraints used and notify the parents.
- We do not single out children or humiliate them in any way. Where children are displaying challenging behaviour, they will, wherever possible, be distracted/re-directed to alternative activities. Discussions with children will take place as to why their behaviour was not acceptable, respecting their level of understanding and maturity.
- Staff do not raise their voices (other than to keep children safe)
- In any case of challenging behaviour, we always make it clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- We decide on particular strategies to support particular types of behaviour depending on the child's age, level of development and the circumstances surrounding the behaviour. This may involve asking the child to talk and think about what he/she has done. All staff support children in developing empathy and children will only be asked to apologise if they have developed strong empathy skills and have a good understanding of why saying sorry is appropriate.

- We help staff to reflect on their own responses towards behaviours that challenge to ensure that their reactions are appropriate.
- We inform parents if their child's behaviour is unkind to others or if their child has been upset. In all cases we deal with behaviour that challenges in nursery at the time. We may ask parents to meet with staff to discuss their child's behaviour, so that if there are any difficulties, we can work together to ensure consistency between their home and the nursery. In some cases, we may request additional advice and support from other professionals, such as an educational psychologist.
- We support children in developing non-aggressive strategies to enable them to express their feelings and emotions.
- We keep confidential records on any behaviour that challenges that has taken place. We inform parents and ask them to read and sign any incidents concerning their child.
- Through partnership with parents and formal observations, we make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions, we will implement an individual behaviour modification plan where a child's behaviour involves aggressive actions towards other children and staff, for example hitting, kicking etc. The manager will complete risk assessments identifying any potential triggers or warning signs ensuring other children's and staff's safety at all times. In these instances, we may remove a child from an area until they have calmed down.

We recognise that children need their own time and space and that it is not always appropriate to expect a child to share. We believe it is important to acknowledge each child's feelings and to help them understand how others might be feeling.

At our nursery, staff follow the procedure below to enable them to deal with behaviour that challenges:

- Staff are encouraged to ensure that all children feel safe, happy and secure.
- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channelled in a positive way.
- Children are helped to understand that using aggression to get things, is inappropriate and they will be encouraged to resolve problems in other ways.
- Staff will initiate games and activities with children when they feel play has become overly boisterous/aggressive, both indoors and out
- We will ensure that this policy is available for staff and parents, and it will be shared at least once a year to parents and staff.
- Staff and parents are also welcomed to review and comment on the policy and procedure.
- If any parent has a concern about their child, a member of staff will be available to discuss those concerns. Working together can ensure our children feel confident and secure in their environment, both at home and in the nursery
- All concerns will be treated in the strictest confidence.

Anti-bullying

We encourage children to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

Bullying takes many forms. It can be physical, verbal or emotional, but it is always a repeated behaviour that makes other people feel uncomfortable or threatened. We acknowledge that any form of bullying is unacceptable and will be dealt with immediately while recognising that physical aggression is part of children's development in their early years. Staff will intervene when they think a child is being bullied,

however mild or harmless it may seem and sensitively discuss any instance of bullying with the parents of all involved to look for a consistent resolution to the behaviour.

By positively promoting positive behaviour, valuing co-operation and a caring attitude, we hope to ensure that children will develop a positive sense of self, have confidence in their own abilities, make good friendships, co-operate and resolve conflicts peaceably. These will provide them with a secure platform for school and later life.

TOTAL TOTS LTD

Biting

At **Total Tots** 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. It can be triggered when they do not have the words to communicate their anger, frustration or need. It can also be used to fulfil an oral stimulation need, such as during periods of teething or developmental exploration. Sometimes biting can be due to a Special Educational Need and/or Disability.

Our procedures

The nursery uses the following strategies to help prevent biting:

- Small group times so that each child is receiving positive attention.
- Quiet/cosy areas for children who are feeling overwhelmed to go to,
- Stories, puppets, discussion about emotions and feelings including Activities and stories that help support children to recognise feelings and empathise with characters and events. Additional resources for children who have oral stimulation needs, such as, biting rings. Vigilant staff that know the children well and can 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.

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.

In the event of a child being bitten we use the following procedures.

The most relevant staff member(s) will:

- Comfort any child who has been bitten and check for any visible injury. Administer any paediatric first aid where necessary and complete an accident form once the child is settled again. If deemed appropriate the parents will be informed via telephone. Staff will continue to observe the bitten area for signs of infection. For confidentiality purposes and possible conflict, we do not disclose the name of the child who has caused the bite to the parents.
- Tell the child who has caused the bite in terms that they understand that biting (the behaviour and not the child) is unkind and show the child that it makes staff and the child who has been bitten sad.
- Ask the child what they can do to make the 'child that has been bitten' feel better (this could be fetching them a toy or sharing toys with them, a rub on the back etc.)
- Complete an incident form to share with the parents at the end of the child's session.
- If a child continues to bite, carry out observations to try to distinguish a cause, e.g. tiredness or frustration.
- Arrange for a meeting with the child's parents to develop strategies to prevent the biting behaviour. Parents will be reassured that it is part of a child's development and not made to feel that it is their fault.
- In the event of a bite breaking the skin and to reduce the risk of infection from bacteria, give prompt treatment to both the child who has bitten and the child who has been bitten.

If a child or member of staff sustains a bite wound where the skin has been severely broken, arrange for urgent medical attention after initial first aid has been carried out.

In cases where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, for example, in some cases of autism where a child doesn't have the communication skills, the nursery manager will carry out a risk assessment and may recommend immunisation with hepatitis B vaccine for all staff and children.

Healthy Workplace Nursery

At **Total Tots** we are committed to providing a workplace which supports and encourages a healthy staff team through staff training, health and safety awareness and supervisions.

Dress code Staff must always follow our dress code. The dress code is detailed in uniform policy.

Staff breaks It is the responsibility of the nursery manager to ensure that all staff working six hours or more take a break of 30 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 taken away from an employee's normal work area. Staff under the age of 18 are required to complete a young worker risk assessment.

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. The nappy changing facility and 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 & allergen awareness through appropriate training, and this is updated every three years. In addition, we ensure:

- Fridges are cleaned out weekly.
- Microwaves are cleaned after every use.
- Toasters are cleaned after every use.
- The oven is cleaned out regularly and details recorded.
- Freezers are cleaned out every three months.
- 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 monthly.
- Fridge and freezer temperatures are recorded.
- 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 prepared on the premises is checked with the probe thermometer 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.
- Blended food is placed in suitable airtight containers, named and dated.
- Surfaces are cleaned with anti-bacterial spray.
- Only appropriate coloured kitchen cloths are used (please follow the chart on the wall). 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.
- All plugs are pulled out of their sockets at the end of each day and switches switched off where practicable (with the exception of the fridge and freezer)
- 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.

Baby room

- Bottles of formula milk are only be made up as and when the child needs them, using bottle prep machines. Scientifically proven to make a fresh feed as safely as the NHS method and up to 10x faster. The antibacterial filter is as effective as boiling water, hot shot kills bacteria in formula. Prepares a perfect bottle at the right temperature.
- Bottles and teats are thoroughly cleaned with hot soapy water (**they are not washed in the dishwasher**) please provide enough bottles for your child's nursery day as we do not sterilise bottles for next use.
- Content of bottles are disposed of after two hours.
- A designated area is available for mothers who wish to breastfeed their babies or who wish to express milk.
- Labelled mother's breast milk is stored in the fridge.
- If dummies are used, they are cleaned and sterilised. This also applies to dummies which have been dropped on the floor.
- All dummies are stored in separate labelled containers to ensure no cross-contamination occurs.
- Sterilisers are washed out daily.

Nursery

- Staff are trained to be aware of general hygiene in the nursery and ensure that high standards are kept at all times.

- Regular toy washing rotas are established in all rooms and items recorded. 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 coloured mop for the task or area (see chart on wall) 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.
- Low/highchairs are cleaned thoroughly after every use. Straps and reins must be washed weekly or as required.
- Every child has its own cot sheet which is washed at the end of every week 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.
- Fridges are cleaned out weekly.
- Microwaves are cleaned after every use.
- Surfaces are wiped down daily.
- All implements used for lunch or break are washed and tidied away.

Wellbeing in the Nursery

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 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 regard to their physical health.

Personal hygiene is supported in children of all ages, explaining the reasons for hand washing, tooth brushing and other 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.

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. 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.

Practitioner & Staff Wellbeing

This policy links to the Health and Safety, Well-being in the Nursery, Return to Work, Supervisions and Safeguarding and Child Protection and Prevent Duty and Radicalisation policies.

At **Total Tots** we promote the good health and well-being of all our staff. As a Nursery, 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 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.

Our ethos

We know that the care and education of babies and 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 babies and young children, can place a high level of demand on all 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 keys 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 workplace but as a whole person.

Your manager is the named member of staff who leads our setting's well-being practice. They offer support on staff well-being and know where to access external support.

Your manager 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 supervisions 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.
- The nursery leader/well-being representative are available for staff to come and discuss any issues or concerns.
- The nursery ensures that confidential conversations take place in private, away from other staff members and children.
- All information remains confidential or on a need-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.
- 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 nursery 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 **(See Supporting Staff Members Individually Section)**
- If adjustments are unable to meet the needs of the member of staff or the nursery, 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 supervision 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 nursery 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.

Intimate Care

At Total Tots we believe that all children need contact with familiar, consistent carers to ensure they can grow and develop socially and emotionally. At times children need to be cuddled, encouraged, held and offered physical reassurance.

Intimate care routines are essential throughout the day to meet children's basic needs. This may include nappy changing, supporting children with toileting, changing clothes, and giving first aid treatment and specialist medical support, where required.

In order to maintain the child's privacy, we will carry out the majority of these actions on a one-to-one basis, wherever possible, by the child's key person with the exception of first aid treatment which must be carried out by a qualified first aider.

We wish to ensure the safety and welfare of children during intimate care routines and safeguard them against any potential harm as well as ensuring the staff member involved is fully supported and able to perform their duties safely and confidently. We aim to support all parties through the following actions:

- Promoting consistent and caring relationships through the key person system in the nursery and ensuring all parents understand how this works.
- Ensuring all staff undertaking intimate care routines have suitable enhanced DBS checks.
- Training all staff in the appropriate methods for intimate care routines and arranging specialist training where required, i.e. first aid training, specialist medical support.
- Conducting thorough inductions for all new staff to ensure they are fully aware of all nursery procedures relating to intimate care routines.
- Following up procedures through supervision meetings and appraisals to identify any areas for development or further training
- Working closely with parents on all aspects of the child's care and education as laid out in the Parent and Carers as Partners Policy. This is essential for intimate care routines which require specialist training or support. If a child requires specific support the nursery will arrange a meeting with the parent to discover all the relevant information relating to this to enable the staff to care for the child fully and meet their individual needs
- Ensuring all staff have an up-to-date understanding of safeguarding/child protection and how to protect children from harm. This will include identifying signs and symptoms of abuse and how to raise these concerns as set out in the safeguarding/child protection policy.
- Operating a whistleblowing policy to help staff raise any concerns about their peers or managers; and helping staff develop confidence in raising worries as they arise in order to safeguard the children in the nursery.
- Conducting working practice observations on all aspects of nursery operations to ensure that procedures are working in practice and all children are supported fully by the staff. This includes intimate care routines.
- Conducting regular risk assessments on all aspects of the nursery operation including intimate care and reviewing the safeguards in place. The nursery has assessed all the risks relating to intimate care routines and has placed appropriate safeguards in place to ensure the safety of all involved.

If any parent or member of staff has concerns or questions about intimate care procedures or individual routines, please see the manager at the earliest opportunity.

Safe & Respectful Care

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

At Total Tots 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 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 or inappropriate questions such as asking children to tell them they love them, and we advise staff to report any such observed practice.
- 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 day 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 or the local safeguarding partner (LSP)

All Day Food Policy

Overall aim of the policy -The aim of the food policy is to help all practitioners, parents, carers and children at Total Tots to understand the setting's approach to food and drink provision and learning about food and to promote the health and well-being of children and their families through food within the setting.

Mission statement/rationale - At Total Tots nursery we encourage children to develop a positive attitude to food and healthy lifestyles. This is achieved through adopting a whole setting approach which encompasses children, their families and staff. 'Good health in the early years helps to safeguard health and wellbeing throughout life. It is important that children develop healthy habits when they first learn about food and activity'.

Development and implementation of the food policy - To develop and implement this policy we gather views and ideas from practitioners, parents/carers and children which are carried out in many ways, for example via questionnaire, sharing and using current menus with parents, using carers and children as a tool for discussion. Parents are encouraged to offer menu suggestions or comments on the food policy. Copies of the food policy are sent via email to parents and carers, a copy is kept in the kitchen and a copy is uploaded onto the Total Tots website. We also use the food policy when learning about food and cooking with children.

When and who the policy applies to

- The policy applies to food provided by the setting and food provided at events or on trips.
- The policy applies to all staff within the setting, including those planning menus, cooking, preparing and serving food.

Breakfast- Children are served milk & water each morning. A healthy breakfast is provided this may be toast, cereal or a piece of fruit.

Access to Water -Each child can bring in a labelled water bottle which can be refilled daily with water and accessible to them at all times. All children are encouraged to have regular drinks throughout the day.

Healthy Snacks

- Each room has a fruit basket for the children to put in their piece of fruit; the fruit is cut up for snack by the children and shared with their friends.
- Chopped vegetables, fruit, milk & water.

Lunchtime - Nursery meals are well balanced and nutritious. Meals are freshly prepared each morning; details of the weekly menus are displayed on the nursery information board & webpage. An in-depth list of all allergens, products and supplier as also shown (copies are also available on request & nursery web page)

<https://www.totaltots.co.uk/healthy-eating>

Communicating with Children and Families

- We provide information for parents and carers on the routine for meals and snacks in the setting, to help them plan their child's routine at home, through the nursery Parent Portal app.
- We involve the cook/chef wherever possible when talking to parents about food.
- We include children when planning menus and activities involving food. We encourage parents to attend events to celebrate special and cultural occasions.
- We include children when planning menus and activities involving food.

Celebrations and Special Occasions- Children are given the opportunity to celebrate special occasions and cultural events, and food and drink is often used to mark these occasions. We ensure that the food the children are exposed to is low in saturated fat, sugar and salt. If there are no suitable foods for the occasion then we will celebrate it through play, activities, stories, songs and through permanent resources in areas of provision.

Birthdays- Children's birthdays can become expensive. Also, there may be children in the class who are on diets for medical reasons or with allergies to food additives or nuts. Some families, for religious reasons, do not celebrate birthdays and other families have chosen not to include sweets into their child's diet. To enable us to protect these children, fulfil our healthy eating policy and to celebrate equally, we would ask you **not to bring in cakes, crisps, sweets, chocolate or drinks**. Alternatively, parents can **donate a book for the class library instead**. The child's name will be written in the front and dated. At the end of the year the class will have acquired at least 20 new books! We will also have a pretend cake and candles in the nursery to sing Happy Birthday.

Providing food for all - Cultural differences in eating habits will be respected. If a child requires a special diet or has an allergy or medical need, practitioners will talk to the parents about how we can meet the child's dietary needs. In some cases, we may need to liaise with a registered dietician or a doctor. An allergy protocol is in place which is accessible to all practitioners. Parents will be asked to complete and share a **Diet & Cultural Care plan**.

Food Concerns- If practitioners or parents/carers notice any changes in your child's eating habits. Practitioners will discuss with parents a positive plan to support you and your child during mealtimes.

Encouraging fussy eaters to eat well- If a family is worried about a child's food intake, we will acknowledge their concerns and make a plan with them to encourage their child to eat well. We will ensure all practitioners involved with the child follow the same strategies.

Learning About and Through Food - Learning about food should be integrated into our educational program. The examples given below illustrate how learning about and through food is linked to the Early Years Foundation Stage curriculum throughout the setting.

- **Personal, social and emotional development-** Mealtimes offer children experiences to taste different foods, overcome dislikes and learn how to share. Cooking activities offer opportunities for learning through working with others and increasing self-esteem.
- **Physical development** - Fine and gross motor skills can be developed through activities such as gardening, using knives and forks, preparing food, and washing up. Mealtimes can be used to help children to make healthy food choices.
- **Literacy** - Many stories involve food we may use these to teach children about ingredients, where food comes from and about food for special occasions and from different cultures. Language can

be developed, and senses explored through discussing and describing the taste, texture, size, look and smell of food.

- **Mathematics** - Activities such as counting out spoons and pieces of fruit when setting the table or at snack time can be used to support numeracy skills. Sorting and matching foods into different types can help promote organizational skills and reasoning.
- **Communication and language** - Sitting around a table eating food together is a good way to teach conversation and social skills.
- **Understanding the world** - food tasting activities teach children about ingredients, the seasons and where food comes from including food from different cultures – growing fruit and vegetables teaches children about where food comes from, about life cycles, about gardening and how to look after plants. It is also a good form of physical activity. If there is limited growing space, many vegetables and herbs can be grown on windowsills and in pots or bags.
- **Expressive arts and design** - Art activities can engage children with food and alert them to colours and shapes. **Cooking with children** - Activities involving food are planned regularly; please notify us of any changes regarding food allergies. The cooking sessions will be safe, and equipment used will be clean. Through the baking activities we introduce the children to try a range of healthy foods and want them to enjoy the experience.

Food Safety and Hygiene - At Total Tots food is stored, prepared and presented in a safe and hygienic environment and children are taught basic hygiene such as washing hands and not eating the food. All practitioners have received training in food hygiene & allergens and are therefore competent in handling and preparing food as the Early Years Foundation Stage requires, they are also aware of the food safety act.

Sustainability - We try and reduce the impact we have on the environment by shopping and cooking in a sustainable way as possible for the setting. Examples of ways we do this include reducing the amount of food we waste by buying and preparing only the amount of food we need and choosing food that is grown locally and that is in season where possible. (Any absences to be called into nursery no later than 9:00am to reduce food waste)

Protecting Children's Health - Everyone working at Total Tots has a responsibility to protect children's health, this includes helping children to maintain a healthy weight as they grow. Children who are gaining weight too rapidly or who are growing too slowly may need dietary advice from a health professional.

Evaluation and review of the setting's approach to food and drink provision -

It is important we evaluate and reflect on everything we do within our setting, including our approach to food and drink provision. We evaluate our approach to food and drink provision throughout the setting and review the food policy by

- Using the Code of Practice Checklist to evaluate the setting's approach to food and drink provision.
- Getting feedback from parents, carers and children
- Looking at the way other settings approach food and drink provision in your area
- Keeping up to date with current good practice on meeting the welfare requirements for food and drink.
- Regularly review staff training and development plans for food safety, hygiene and nutrition.
- Reviewing the food policy at least once a year

Allergies & Allergic Reactions

At Total Tots Nursery we are aware that children may have or develop an allergy resulting in an allergic reaction. Our aims are 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 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 ***(please provide your allergy action plan when informing the nursery of any known allergies)***

We share all information with all staff and keep an allergy register in the kitchen area and rooms.

All food prepared for a child with a specific allergy is prepared mindfully to reduce the risk of cross contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts.

The manager cooks and parents will work together to ensure a child with specific food allergies receives no food at nursery that may harm them. This may include designing an appropriate menu or substituting specific meals on the current nursery menu.

Seating will be monitored for children with allergies, where deemed appropriate staff will sit with children who have allergies and where age/stage appropriate staff will discuss food allergies and the potential risks. Allergy/intolerance cards will be displayed on the table.

If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first aid trained member of staff will act quickly and administer the appropriate treatment, if appropriate. We will inform parents and record the information in the incident book. 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. Transporting children to hospital procedures the nursery manager/staff member must:

Call for an ambulance immediately if the allergic reaction is severe. DO NOT attempt to transport the sick child in your own vehicle.

Whilst waiting for the ambulance, contact the parent(s) 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 and 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.

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/website/online system identifying any of the 14 allergens that are used as ingredients in any of our dishes.

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

TOTAL TOTS LTD

Anaphylaxis & EpiPen Policy

Total Tots Ltd is open to all children regardless of their medical needs as long as we have a member of staff trained to deal with the medical needs in question. Research shows that the number of children with anaphylaxis (severe allergic reaction) has been rising over the past years. Children with anaphylaxis are welcome to join our setting and will be encouraged to participate fully in all our activities.

We realise that anaphylaxis is a very dangerous condition, and the aim of this policy is to outline everybody's rights and responsibilities.

We need to be informed **immediately** if your child is likely to suffer an **anaphylactic reaction or develops anaphylaxis after joining our setting**. If your child has been prescribed a medication (e.g. EpiPen) we need to be provided with their medication during the whole time your child is in our care.

Parents/legal guardians **must complete a Health Care Plan** as well as a **Medication Form**. (please see medication policy)

Medication will be stored in the office; medication will always be easily accessible to members of staff trained to administer it and will be taken on outings etc.

All our members of staff attend a Paediatric First Aid course & a refresher course every three years, to ensure that there is always a trained First Aider on the premises. In addition to this **some** members of staff have also been trained to administer EpiPen.

We believe in working together with parents to ensure that their children are in a safe, caring environment. To do this we need **you to tell us every time your child's condition changes**. All information is important to us.

We will contact the emergency services every time a child in our care suffers an anaphylactic reaction. You will be informed every time your child has needed their medication and will have to sign a medication form. It is **parent's responsibility** to return expired medication to pharmacy and replace any used-up medication immediately.

Correct medication must always be provided for your child. The Health Care Plan and Medication Form must be completed, signed, and updated with any changes before admission.

Total Tots Ltd reserves the right to refuse admission to a child whose parent/legal guardian fails to comply with this policy.

Health Care Plan

CALL 999/112

A member of staff must contact emergency services immediately.

Date: _____

Child's full name: _____

Date of birth: _____

Child's GP details: _____

Allergy action plan shared (copy taken) Yes/No if no please state reason for no given action plan?

How long has your child suffered with anaphylaxis: _____

What causes your child's anaphylaxis: _____

What symptoms does your child usually show: _____

What medication does your child need: _____

When and how should it be administered: (medication should clearly state the child's name and medication)

Emergency contacts:

Full name	Contact number	Relationship to the child

Parent/legal guardian signature: _____ Date: _____

Staff signature: _____ Date: _____ Additional information:

Dietary & Cultural Care Plan

Dietary & Cultural Care Plan

Child's full name: _____ Date of birth: ____/____/____

Child's GP details: _____

Reason for dietary requirements: _____

Dietary requirements:

Foods to **avoid**

Alternatives:

Parent/legal guardian signature _____ Date: ____/____/____

Additional information:

Please inform the nursery of any changes to the above information, it is the responsibility of the primary carer to update the setting with any changes to the information shared.

Breastfeeding, Bottle feeding, Weaning & Sterilising Policy

Total Tots endeavours to support parents in their choices about infant feeding.

Breastfeeding - We welcome breastfeeding on our premise, expressed breast milk can be stored in the nursery fridge this is to be brought in on a daily basis. Details of feed times and amounts are to be shared between the parent and key person.

Bottle Feeding -Infant formula feeds will be made up in the nursery. Using a **Perfect Prep**® machine, the prep machine makes a body temperature bottle of formula in just 90 seconds* (that's up to 10x faster and safer than a kettle). The baby bottle prep machines are quick, quiet, and scientifically proven to make a fresh formula feed as safely as the NHS method. Parents are to provide formula milk (feeds will be made as required). Details of feed times and amounts are to be shared between the parent and key person.

Weaning -When you are ready to start weaning your child, the nursery practitioners will fully support you in this. We provide baby porridge in the nursery and fruits and vegetables can be pureed in nursery (banana, carrot, potato, broccoli, etc). As they become more accustomed to solids full nursery dinners are offered (blended, mashed, and chopped). Food will only be reheated once.

Sterilising -Following a feed bottle and feeding equipment are thoroughly washed – see bottle feeding and sterilising procedure.

Bottle Making & Sterilising Procedure

Making a Bottle

- Ensure the surface and your hands are clean. Make each feed as it is required.
- Follow the instructions on the tin, using the perfect perp machine.
- Add the required amount of milk powder.
- Using a **Perfect Prep**® machine, the prep machine makes a body temperature bottle of formula.

Sterilising Bottles

- Throw any unused milk away.
- Wash bottles, teats and other equipment in hot water using washing up liquid and a bottle brush.
- Rinse thoroughly in clean running water.
- Bottles to be **sent home for sterilising**. Parents to be informed that the bottles have **NOT** been sterilised.

All feeding equipment is put through a dishwasher cycle daily following lunch. Any dummies will be sterilised daily.

Sleep Policy

At Total Tots we aim to ensure that all children have enough sleep to support their development and natural sleeping rhythms in a safe environment.

The safety of babies' sleeping is paramount.

<https://www.lullabytrust.org.uk/baby-safety/baby-product-information/>

https://lancashiresafeguardingpartnership.org.uk/assets/52adba21/9997_six_steps_safer_sleep_poster_a4_v3_web.pdf

https://lancashiresafeguardingpartnership.org.uk/assets/52adba21/9997_safer_sleep_for_baby_web.pdf

We make sure that:

- Babies are placed on their backs to sleep, but when babies can easily turn over from the back to the stomach, they are allowed to adopt whatever position they prefer to sleep
- If a baby has an unusual sleeping routine or a position that we do not use in the nursery i.e. babies sleeping on their tummies, we will explain our policy to the parents and ask them to sign to say they have requested we adopt a different position or pattern on the sleeping babies' form.
- Babies/toddlers are **never** put down to sleep with a bottle to self-feed, a practitioner will feed/supervise bottle fed before they are put down to sleep. Babies/toddlers are monitored visually when sleeping and checked at 10-15 minutes intervals.
- When monitoring, the staff member looks for the rise and fall of the chest and if the sleep position has changed also checking on the child appearance.

We provide a safe sleeping environment by:

- Monitoring the room temperature using digital thermometers, we use clean light bedding and low TOG grow bags will be available for children in the 0–2-year nursery rooms. Ensuring babies & toddlers are appropriately dressed for sleep to avoid overheating.
- Only using safety-approved cots or other suitable sleeping equipment (i.e. pods or mats) that are compliant with British Standard regulations, and mattress covers are used in conjunction with a clean fitted sheet.
- No sleeping in prams, cosy dens, bouncers (if children fall asleep in prams bouncers etc they must be moved to suitable sleeping equipment cot/sleep mat)
- Not using cot bumpers or cluttering cots with soft toys, although comforters will be given where required.
- Keeping all spaces around cots and beds clear from hanging objects i.e. hanging cords, blind cords, drawstring bags. Staff will risk assess the area before putting children to sleep.
- Ensuring every baby/toddler is provided with clean bedding.
- Transferring any baby who falls asleep while being nursed by a practitioner to a safe sleeping surface to complete their rest.
- Having a no smoking/Vaping policy.

We ask parents/carers to complete a routine information sheet on their child's sleeping routine, this should be shared with your child's key person when during your child's settling in new starter visits. ***It is the responsibility of the parent/carer to inform the nursery & Key person of any changes to your child's current sleeping pattern.***

Use Of Dummies in Nursery

At Total Tots 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 babies 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 nursery will:

- Discuss the use of dummies with parents as part of babies' individual care plans.
- Only allow dummies for comfort if a child is really upset (for example, if they are new to the setting or going through a transition) and/or as part of their sleep routine.
- Immediately clean or sterilise any dummy or bottle that falls on the floor or is picked up by another child.

When discouraging the dummy staff will:

- 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.

Staffing & Recruitment

The registered person is responsible for recruiting suitable members of staff.

The Management of the nursery are responsible for ensuring all staff are registered to work on the premises. Ofsted were relevant and enhanced DBS checks carried out and proof of identification and qualifications are obtained. However, staff can work in nursery before these checks are complete as long as supervised by registered staff.

- Positions will be advertised.
- Application forms will be sent to all applicants.
- Applications will be shortlisted based on the criteria of the position.
- Suitability checks and declaration completed.
- Photo ID
- References contacted prior to interviews.
- Unsuccessful applications will be informed by letter.
- Successful applicants will be interviewed.
- The interview panel will meet to decide successful applicants.
- Interviewees will be notified of outcome.
- Successful interviewee will start induction process.

Unregistered staff must never:

- Be left unsupervised whilst caring for children.
- Take children to toilets unless supervised by registered staff.
- Change nappies unless supervised.
- Be left alone in a room with children.
- Administer medication or first aid.

It is vital that unregistered staff be made to feel part of the team and participate in every other aspect of the nursery day.

Recruitment - The nursery will strive by recruitment to ensure that staff levels reflect the community it serves. All vacancies will be advertised as widely as budget will allow. Adverts will include the following statement:

'Total Tots strive towards equal opportunities.'

At interviews no questions will be posed which potentially discriminate against the grounds specified in the statement of intent and all candidates will be asked the same set of questions.

Monitoring Staff Behaviour Policy

At Total Tots 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 EYFS Statutory Framework 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 with the nursery / Local authority procedures and training received.
- Not share any confidential information relating to the children, nursery or families using the facility
- Maintain the public image of the nursery and do nothing that will pull 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.
- No staff should be linked to parents on social media during their time at nursery.
- Report to management immediately any changes in personal life that may impact on the ability to continue the role. These may include (but not limited to) changes in police record, medication, people living in the same premises, 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 will look at interactions with children and their peers.
- Have regular supervisions with all staff in which ongoing suitability will be monitored and recorded.
- Use 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:

- Change in moods.
- Sudden change in religious beliefs / cultural beliefs (may be a sign of radicalisation)
- Changes in the way of acting 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 procedure on the safeguarding policy 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.

Dealing with Discriminatory Behaviour

At Total Tots 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 any perceived or actual relating to discrimination on any grounds and report these where relevant to children's parents and the registering authority.

Definition and legal framework

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.
- **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 family's 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.

Equal Opportunities

The nursery takes great care to treat each individual as a person in their own right, equal rights and responsibility to any other individual whether they may be adult or child.

Discrimination on the grounds of sex, race, religion, colour, creed, ability, marital status, ethnic or national origin or political belief, has no place in the nursery.

The Nursery staffs are committed to:

- Encouraging positive role models: displayed through toys, imaginary play, books and activities that promote nonstereotyped images. Books will be selected to promote such images of men, women, boys and girls.
- Encouraging children to join in activities.
- Regularly reviewing childcare practices.

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

Recruitment

The nursery will strive by recruitment to ensure that staff levels reflect the community it serves. All vacancies will be advertised as widely as budget will allow. Adverts will include the following statement:

'Total Tots strive towards equal opportunities.'

At interviews no questions will be posed which potentially discriminate against the grounds specified in the statement of intent and all candidates will be asked the same set of questions.

Staff

All staff are expected to co-operate with the implementation, monitoring and improvement of this and other policies. The nursery will strive towards the provision of equal opportunities training for all staff.

Nursery staff

All Staff should be alert and should seek to overcome any ignorant or offensive behaviour based on the fear or dislike of racial distinction that pupils or adults may express.

All Team members have to ensure that they do not express any comments that are racist, nor must staff appear to endorse such views by failing to counter behaviour, which is prejudicial in a direct manner. A sensitive and informed approach must be used to counter any racial harassment perpetrated out of ignorance.

When a member of staff violates this code of practice, he/she will be counselled by the manager. It will be explained why the behaviour is unacceptable and what steps will be taken to remedy the situation. At this stage it will be made clear that the content of this discussion will not be used as evidence in disciplinary action. A repetition of this behaviour will result in disciplinary action.

Racial Harassment

We have a duty to create and implement strategies in the nursery to prevent and address racism.

Such Strategies include:

- The nursery records all racist incidents.
- That all incidents are reported to the parents/carers and when appropriate to the registering authority.

Definition of racial harassment

“Violence which may be verbal or physical and which includes attack on property and people because of their race, nationality, ethnic origins when the victim believes that the perpetrator was acting on racial grounds and or there is evidence of racism” - (commission of racial equality)

Instances 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 racial implications; or at the other extreme, their behaviour may be quite deliberate.

Examples of racial harassment

- Physical assault against a person or group of people.
- Derogatory name calling insults or racial jokes.
- Racist graffiti and other written insults.
- Provocative behaviour, such as wearing racist badges.
- Threats against a person or group because of their colour or race.
- Discriminatory comments including ridicule made in the course of discussion in class.
- Patronising words or action.

Procedure

- All staff in the nursery should be constantly aware of any racial harassment taking place.
- Staff must intervene firmly and quickly to prevent all forms of racial harassment. Any allegations will be taken seriously and reported to the manager/deputy.
- Each incident should be investigated and recorded. This record will be available for inspection by staff, inspectors and parents/carers where appropriate.
- The manager is responsible for ensuring that incidents are handled appropriately and entered in the record book.
- An allegation is substantiated following an investigation, the parents/carers of children who perpetrates and victims should be informed of incidents.
- Continued racial harassment may lead to exclusion.
- Adults found to be perpetrators must be reported to the manager.

Staff Working with Their Own Children/Close Relations

At **Total Tots** we support all employees returning to work after having a baby and understand that there may be times when a member of staff chooses our nursery to provide childcare alongside them working or that there may be occasions when a member of staff is working in the same environment a close relation e.g. niece or nephew.

In these cases, we request the member of staff meet with the nursery manager and room leader, where appropriate, to discuss how best this will work alongside the nursery business needs.

We believe children learn best when they are healthy, safe and secure, have their individual needs met and have a positive relationship with the staff caring for them. It is our policy that all staff remain neutral and treat all children as individuals with the same regard.

When looking to accommodate staff members working alongside their own child or close relative in the nursery, we will make a decision/agreement based on the following circumstances:

- The individual needs of the child, including if they have any special educational needs and/or disabilities.
- The amount of rooms/number of staff/staff deployment/ratios
- Age/stage of development of the child
- Staff members expertise and where/when they usually work.
- Days/times the child attends
- Transition arrangements.

All decisions will be made on an individual basis; this may be that the child or close relation is better placed within the same room or a different room.

Once a decision has been made an agreed set of guidelines will be developed between the nursery and the member of staff setting out the expectations of working with their child/close relation. This includes that during their time at nursery the child is in the care of the nursery, and it is the nursery that retains responsibility for the child and their care, what they will do if they need to cover in different rooms, outdoor play time etc. A similar agreement will be put in place for any staff that may not work within the nursery rooms, but own child or family member still attends, e.g. manager, cook, admin.

Staff caring for another staff member's child will treat them as they would any other parent/child.

Where this agreement is not working or is impacting on the care of the child or other children in the room, the manager will meet with the member of staff to review the agreement, and the following will be considered:

- Time left until the child is due to transition to the next room/school.
- Temporarily moving the staff member to another room. It is nursery policy to move the staff member and not the child (unless transitioning) so the child continues to be in the appropriate age/stage group and can forge consistent relationships with other children in the group.
- Where the staff member is already in another room, but there are concerns there will be an agreement between the staff member, manager and room leader about contact with the child during the nursery day. Although we do not want to restrict a parent seeing their child, we must consider the room routine and the upset a visit may cause the child when their parent leaves the room again.

Breastfeeding - Where a staff member's baby requires breastfeeding, the nursery will adapt the above guidelines to suit both the baby's and mother's needs. Cover will be provided during this time.

Induction Policy

Purpose - Induction of new Practitioners/Apprentice is an important part of a continuing staff development programme and is essential to maintain and develop the ethos of the nursery. As a nursery, we value all our Practitioners and to this end their successful induction is extremely important. The Practitioners is the nursery's most valuable resource, and both time and expertise need to be invested to fully maximise their potential. An effective induction process is the initial stage of that investment.

The nature and content of the induction process will vary according to the type of job within the nursery. The content of the information, people and appropriate documentation need to be outlined, this also forms part of the safer recruitment process.

It is essential that the programme is structured in such a way as to provide a suitable induction for each individual. Different requirements and points of entry will be considered according to individual, and children's centre/nursery needs.

Aims

- To allow each new practitioner/apprentice to acquire the information and develop the skills necessary to carry out their roles effectively.
- To enable new practitioners/apprentices to settle happily into the nursery so that the quality of the experiences and support for the children and families can be maintained and developed.
- To enable all Practitioners to become an effective member of the nursery team.
- To ensure there is a system of monitoring and appropriate support in place at various levels depending on the nature of the job.
- To highlight training needs and professional development
- To enable new practitioners/apprentices to become familiar with and understand the philosophy of the nursery.
- To give meaning to nursery documentation policies & procedures.

Evaluation, Review & Development -Continuous assessment and evaluation are essential if the programmes are to be successful. Time is allocated throughout the induction process allowing all concerned to evaluate the process and make modifications and attend if necessary. In this way successful induction is more likely to be achieved.

Young Worker Policy

At Total Tots we support young workers and apprentices as we foster and shape the workforce of the future. At times there may be students on placement within the nursery.

The EYFS (2021) sets out the requirements for young people working in a setting and we will always adhere to these requirements.

Suitable students on longer term placements and volunteers aged 17 or over will be monitored and assessed to determine their competence levels. If we believe that they are suitable and demonstrating the high levels of competence and responsibility, we expect from our staff then we may consider including them in our staff ratios.

Apprentices in early education aged 16 and over who are attending our setting on a long-term placement will be monitored and assessed to determine their competence levels. If we believe that they are suitable and demonstrating the high levels of competence and responsibility we expect from our staff, then we may consider including them in our staff ratios.

Any young person in the setting under the age of 18 is considered a child by law, therefore we will be vigilant towards their safety and well-being. We will provide each young person with a mentor/buddy within the setting that can support their well-being. Any safeguarding concerns will be dealt with according to our safeguarding policies procedures.

Within our nursery we expect our young staff to:

- Read, understand and adhere to all policies.
- Take part in our ongoing staff suitability procedures. Declare any reasons why their suitability to work with children may change during their placement.
- Share any safeguarding concerns they may have with their buddy/mentor or the safeguarding officer.
- Maintain a high standard of work, behaviour, appearance and attendance whilst with the nursery.
- Undertake a full induction conducted by the nursery.
- Access training as required by the management.
- If studying whilst with the setting, undertake all tasks required by the tutor to keep up to date with the course. If your coursework falls behind at any point your placement in the setting will be at risk
- Ensure that the nursery environment is safe and secure for all children at all times and report any issues as they arise.
- Help with the day to day running of the nursery by undertaking tasks as determined by the supervisors and management.
- Take part in staff meetings and all staff training as required by the nursery.

Total Tots Limited - Nursery Practitioner Job Description

POST REQUIREMENTS: To create a stimulating, safe and caring environment and provide a high standard of physical, emotional, social and intellectual care for the children placed in the nursery. To plan and implement daily activities and routines that meet the needs and stages of development, appropriate to the age of the children together with your co-workers.

KEY PRINCIPLES OF THE POST ARE:

- To interact with children at all times, at an appropriate age and stage of their development.
- To work with other team members.
- To liaise with parents/carers.
- To ensure the environment is stimulating and challenging for all children.

You will be responsible to the Senior Leader / Deputy Manager / Nursery Manager.

DUTIES AND RESPONSIBILITIES ARE:

- To work with your Senior Leader and other practitioners to ensure the nursery philosophy is effective.
- To adhere to and follow all of the settings policies and procedures.
- To work in partnership with and support all staff members at Total Tots Morecambe/Lancaster.
- To ensure you maintain confidentiality at all times.
- To offer all children equal opportunities with regard to their religious persuasion, racial origins, gender, disabilities, cultural or linguistic background; in particular, challenging situations where racism or discrimination is displayed.
- To liaise with parents/carers and negotiate working targets ensuring effective communication within the nursery. To keep parents updated on their child's learning journey.
- To keep accident, incident and risk assessment records.
- To be a key worker for a number of children, monitoring your key children's development and providing opportunities in learning for them to develop their skills further.
- To keep up to date with your key children's records.
- To be responsible for having a smart and tidy appearance at all times whilst on duty.
- To ensure good hygiene and cleanliness are maintained at all times in nursery rooms.
- To undertake domestic duties, such as snack times, cleaning nursery rooms and toys, tidying up, etc.
- To plan and implement activities using the Birth to 5 matters framework guidelines.
- To effectively support and interact with children during play and activities.
- To attend training to further your continual professional development.
- To be involved in out of hours activities, such as training, staff meetings & fund-raising events
- To ensure mealtimes are a pleasant and social experience for the children.
- To support children in areas of personal hygiene, such as changing nappies, washing and changing children, supporting and encouraging toilet training and good personal hygiene skills and routines.
- To provide comfort, support and warmth to all children.

Lone Working Policy

At Total Tots we aim to ensure that no member of the team is left alone working in either a room alone or within the building at any time. However, there may be occasions when this isn't always possible due to:

- Toilet breaks
- Lunch cover
- Nappy changes
- Comforting a child that may be unwell in a quiet area.
- Following a child's interest, as this may lead staff away with a child to explore an area.
- Supporting children in the toilet area that may have had an accident.
- The duties some team members have, e.g. management, opening and closing the setting, carrying out cleaning or maintenance at the settings and staff operating outside operating hours.

We always ensure that our staff: child ratios are maintained.

On the rare occasions, that lone working within a room does take place we ensure that a specific risk assessment is completed prior to lone working taking place, this includes:

- how staff can manage with a variety of tasks such as talking to parents and supervising children safely
- That each member of staff required to work alone has the required qualification/training and/or skills for the role, e.g. holds a level 3 qualification, paediatric first aid, safeguarding and child protection training and basic food hygiene.
- That staff members working alone are competent in their role.
- That the staff member can call on others in an emergency, including procedures if there was a fire evacuation.
- There are procedures in place to check in on the staff member and cover for breaks.
- The member of staff and children are safeguarded at all times (relating to safeguarding/child protection policies)
- Ratios are maintained at all times.
-

It is the responsibility of both the employee and their manager to identify the hazards and minimise the risks of working alone.

Considerations when deciding on lone working include how lone workers manage with a variety of tasks such as talking to parents and supervising activities whilst maintaining the safety and welfare of children and ensuring that each member of staff required to work alone has the training and/or skills for the role; e.g. paediatric first aid certificate, child protection/safeguarding training and competency, food hygiene training and if children younger than school reception age are present; hold a level 3 qualification.

Public liability insurance for lone working will be sought where applicable.

Staff members responsibilities when left in the building alone:

- To make a member of the management aware of when they are working and make plans to check in at their expected time of completion of the work.
- To ensure they have access to a telephone at all times in order to call for help if they need it, or for management to check their safety if they are concerned.
- Ensure that the building remains locked so no one can walk in unidentified.
- Report any concerns for working alone to the management as soon as is practicably possible.

Management's responsibilities when left in the building alone:

- To ensure staff working alone are competent and confident to carry out any safety procedures e.g. fire evacuation.
- To ensure that the employee has the ability to contact them or a member of the team even if their lone working is outside normal office hours (i.e. access to a phone, contact numbers of someone they can call)
- To check that the employee has someone they can contact in the event of an emergency, and the numbers to call
- To ensure that employees have the ability to access a telephone whilst lone working.
- If reporting in arrangements has been made and the employee does not call in, to follow it up.

Risk assessments are also completed for these occasions including hazards and risks and how these are controlled.

Staff Development, Training & Supervisions

All practitioners in the nursery will have the opportunity to develop their skills through training courses both online and external, through peer observations and mentoring support.

We aim to:

- Ensure practitioners/apprentices receive training and experiences in any extra roles and responsibilities held.
- Encourage practitioner/apprentices to attend external training courses.
- Keep a record of all training/certificates attended by each member of staff.
- Encourage practitioners to pass on their knowledge to less experienced team members through training and staff meetings.
- Termly practitioner supervisions to track personal wellbeing, conduct, personal development and future training requirements.
- Key Person Child Led Supervisions are carried out each term to discuss current needs of their Key children (Spring/Summer)
- To promote a positive learning culture within the setting.
- Deliver staff meetings.

Supervision Procedure

A supervision will take place with each individual employee on a termly basis. Supervision arrangements for new employees will be managed within the induction procedures.

A meeting is arranged at a mutually convenient time within the employee's normal working hours. The discussion will be focused on the headings of the supervision form, on the basis of this discussion the agreed main action points and objectives for the term ahead are subsequently noted on the supervision form by the manager/deputy manager. The supervision form will then be uploaded to their personal online record (Bright HR) for future reference.

The manager will discuss the outcomes of all supervisions undertaken with senior practitioners, this is to ensure that resource allocation for future training and development is clearly articulated.

The grievance procedures should be used if a member of staff believes they have received unfair treatment through the operation of this procedure.

Uniform

Purpose

The appearance of employees reflects the image of Total Tots and has a significant impact on the way we are viewed by parents, carers, employees and the general public. Total Tots provide its employees with comfortable and professional uniforms that project a good image.

Policy

Employees should always be dressed neatly and appropriately for work. Current uniforms must always be worn and should be kept well maintained. All aspects of the uniform must be worn. Under no circumstances, is a superseded uniform to be worn.

Every employee must adhere to the Uniform Policy and Procedure. Managers are responsible for ensuring that these guidelines are met, the standards apply to all Total Tots employees – full-time and part-time.

In the event that any employee arrives for work in a way that is not in line with this policy, their manager will advise them that they are not dressed or groomed appropriately to perform their duties, on the first occasion. They will be given the opportunity to address the issues immediately, and if necessary, to return home to change (the time to travel and change will not be paid). Any deliberate breaches of this policy could result in disciplinary action being taken against the employee.

The 1st set of uniform will be supplied and will remain the property of Total Tots, however full responsibility for maintenance and cleanliness will remain with the employee. Additional uniform can be ordered and purchased from management.

Total Tots requires a high standard of personal presentation and appearance.

- Total Tots Logo Uniform (no jumpers or hoodies without the Total Tots logo)
- Plain Black Trousers/Leggings/3 quarter shorts(summer) (no logos etc)
- Suitable clean footwear
- Hair pinned/tied back.
- Nails of an appropriate length (netball length), No False nails or nail extensions
- High standard of personal hygiene
- No inappropriate jewellery or face Jewellery
- No inappropriate or offensive tattoos to be visible.

Uniform Items

New employees are entitled to the following, (2) Polo-shirt or T-Shirts (1) Fleece. Any subsequent order will be charged to you.

Volunteers Statement

1. Total Tots recognises the important contribution volunteers can make to the setting and to the achievement of our aims and objectives. We regard volunteers as a valuable resource and encourage them to get involved at all levels and in all appropriate activities. We aim to train, support and supervise our volunteers to the best of our abilities and to act quickly and fairly if difficulties arise.

Purpose of the Volunteer Policy

2. The purpose of the volunteer policy is to provide overall guidance and direction to staff, volunteers and management. The policy is intended for internal management guidance only, and does not constitute, either implicitly or explicitly, a binding contractual or personnel agreement. Total Tots reserves the exclusive right to change any aspect of the policy at any time and to expect adherence to the changed policy.

Definition of a Volunteer

3. A volunteer is anyone who, without compensation or expectation of compensation beyond reimbursement of out-of-pocket expenses incurred in the course of her/his volunteer activities, performs a task at the direction and on behalf of the organisation. A volunteer must be officially accepted and enrolled by the organisation prior to performance of the task. Unless specifically stated, volunteers shall not be considered as employees of the organisation.

Volunteer Rights & Responsibilities

4. Volunteers are a valuable resource to Total Tots and as such have the right:

- To be given meaningful assignments
- To be treated as equal co-workers
- To effective supervision
- To full involvement and participation
- To recognition of work done

5. In return, volunteers agree:

- To perform their duties to the best of their abilities
- To work to the aims, principles, policies, procedures and objectives of Total Tots

Confidentiality & Record Keeping

6. Total Tots keep records of volunteers' activities, including application forms, interview records, references, ID checks, DBS numbers & date of issue, copies of relevant qualifications and group supervision notes. These records are confidential to the volunteer to whom they apply and to those members of Total Tots staff who are involved with the volunteer.

- Volunteers are responsible for maintaining confidentiality of information within the setting whether this relates to staff, other volunteers, parents, carers, children or other people involved in the activities at Total Tots. Breach of confidentiality is a serious matter and may result in the immediate termination of the volunteer's work for the setting.
- Total Tots volunteers must adhere to the Confidentiality Policy, which specifies that all information is kept confidential unless informed consent has been given or there are circumstances to justify the sharing of information without consent.
- All volunteers will be provided with training on confidentiality issues as part of their induction or identified training needs.

Representing Total Tots

7. Volunteers must seek approval from an appropriate staff member before representing the views of Total Tots to any external body, individual or organisation. This includes, but is not limited to, statements to the press, joint initiatives with other organisations and agreements involving contractual or financial obligations.

Principles of Volunteering

8. Voluntary activities should complement and support the work of paid staff, not substitute for it. Volunteers may be involved in all the activities excluding working in the office environment, due to access to confidential paperwork and computer records. Volunteers should not be used to replace paid staff or to undermine their terms and conditions of service, either intentionally or unintentionally.

Responsibilities of Volunteers

9. General responsibility for the Volunteers Policy and Procedures and for all approved volunteers' rests with the Manager.
10. Day to day operational responsibility for volunteers' rests with the named member of staff to whom the volunteer is assigned, under the direction of the Manager.

Volunteer Procedures Introduction

- Total Tots volunteers give their time freely to provide valuable support to the setting.
- Volunteers should be at least sixteen years of age and be sufficiently mature to accept responsibility for their involvement with the setting.
- These procedures cover the recruitment, approval, deployment and support of volunteers who are to assist the work of Total Tots. Members of staff must ensure that the procedures are followed in all cases.

Responsibilities for Volunteers

- General responsibility for all approved volunteers' rests with the Services Manager.
- Day to day operational responsibility for volunteers rest with the named member of staff to whom the volunteer is assigned, under the direction of the Manager.

Screening

- As volunteers may have substantial access to children, screening procedures will be instituted for all Total Tots volunteers. This will include a check with the Criminal Records Bureau. Applicants will be warned in advance of the intention to carry out such checks; if they refuse permission their application will not be processed, and they will not be approved or used as a volunteer.
- A criminal record will not necessarily bar an individual from volunteering: the nature of the offence and the length of time that has elapsed will be taken into account. The final decision on whether to accept a volunteer with criminal convictions will be made by the Manager.
- Practitioners/Apprentices are required to subscribe to the update service. Total Tots will carry out an online Status check to see if an individual's Certificate is current on a termly basis.

Volunteer Development Induction

- All volunteers will undergo an induction programme.

On the Job Training

- Volunteers will receive specific task training to provide them with the information and skills necessary to perform their role. The methods for delivering such training will be appropriate to both the role of the volunteer and their knowledge, skills and abilities.

Courses & qualifications

- Total Tots recognises that volunteering must have benefits for the organisation, local families and the volunteer. Consequently, wherever practical and possible, volunteers will be given the opportunity to attend internal and external courses and to obtain externally validated qualifications, of which, copies will be kept in their volunteer file. Any costs associated with such courses will be borne by Total Tots (at the discretion of the Manager).

Reviews

- After the initial review at one month, each volunteer will undergo supervision of their work at three monthly intervals using the Volunteer Supervision Form. The review will involve the volunteer and their supervisor. The review will measure the progress against the volunteer's role description. It is important that the review is a two-way process; the volunteer must have adequate opportunity to discuss any concerns or suggestions in an open and frank way.
- Where possible, exit interviews will be held with any volunteer who leaves Total Tots to determine why the volunteer is leaving and what suggestions they may have to improve the conditions for volunteering.

Students

At **Total Tots** we are committed to sharing good practice with those wishing to pursue a career in childcare. We welcome students to join our staff team and gain work experience within our nursery. We will accept 2 student(s) at a time as more students than this places undue pressure on staff. We do, however, accept small groups or occasional placements when research or studies are being carried out that will be of benefit to childcare.

We will only offer placements to students who are associated with a recognised child-related course, or on occasions, pupils from local secondary schools on work experience. We offer placements only after discussions with the appropriate tutors and the establishment of close links with the college, training provider or school.

We expect all students to visit the nursery for an interview, followed by their student induction and nursery tour. At this time, students will have the opportunity to read and discuss relevant health and safety policies, receive a copy of the Student Handbook and sign their contract in readiness for their first day.

Our policy for those on placements is as follows:

- All students will have an enhanced Disclosure and Barring Service (DBS) check before their placement begins.
- All students are assigned to a senior member of staff who will supervise their work and explain the health, safety and fire requirements of the nursery.
- Students will be supervised at all times by the member of staff assigned to them and will not be left alone with the children. They may only change nappies if the manager is satisfied, they are competent, responsible and know the children well enough and always under close supervision.
- Students will be supported to understand nursery policies and procedures including Safeguarding, Health and Safety, Equal Opportunities, Anti-Bribery, and Whistleblowing policies.
- All students are required to keep to our confidentiality policy.
- It is expected that during the student's placement, their tutor will visit the nursery or have verbal communication with the Student Co-ordinator to receive feedback about the student's progress.
- Students will be offered support and guidance throughout their placement and given constructive, honest feedback in respect of their performance. Staff will respect individual students' needs and abilities.
- An accurate evaluation of ability and performance for both students and training providers will be provided, and the nursery will support students who are experiencing difficulties with action plans if needed.
- To maintain parent partnerships, parents will be informed when students are present in the nursery e.g. via the parent noticeboard. Wherever possible this will be accompanied by a recent photograph of the student
- All students on placement must adhere to the same codes of conduct as permanent staff including timekeeping and dress codes.
- All students are encouraged to contribute fully to the nursery routine and to spend some time in every area.

In some cases, we may include students on long term placements (aged 17 and over) and staff working as apprentices in early education (aged 16 and over) in our staff: child ratios. This will be the discretion of the manager and only will only occur when the manager is satisfied the student/apprentice is competent and responsible.

Private Arrangements

The nursery does not encourage employees to partake in private arrangements with paying customers of the nursery (parents).

Total Tots does not have control over your employment and relationship with its staff and therefore cannot be held liable for any loss of damage arising from this agreement.

Although we provide all reasonable training and supervision for all our staff in the care of our employment.

Special Consideration for Employees

At **Total Tots** we recognise that employees may require special consideration during their employment.

Legal requirements

The nursery 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 nursery manager:

- Assesses any employee requiring special consideration in conjunction with the individual on induction to the nursery 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 disabilities, 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.

Data Protection & Confidentiality

At **Total Tots** 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 will work 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) 2017 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 confidentiality and 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 this information 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 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 only for providing services, improving our offerings, and meeting legal or regulatory requirements. We will contact you solely for providing updates about our services, addressing your inquiries, and sharing essential communications. We will not share or use your data for any other purposes without your explicit consent.
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).

Staff and volunteer information - All information and records relating to staff will be kept confidentially on a digital protected system, staff may request to see their own personal file at any time.

Social Networking

Social media is becoming a large part of the world we live in and as such at **Total Tots** we need to make sure we protect our children by having procedures in place for safe use.

This policy has been written to safeguard children and protect staff from false accusations. All staff are asked to read and agree to the following. Failure to adhere to the below statement will result in disciplinary action.

We use Facebook to share posts/pictures of the experiences / activities the children have accessed at nursery, as well as to post updates/reminders and links to best practice.

In order to safeguard children, we ensure:

- We have prior written permission in place from parents / carers before posting any images of children.
- Do not allow others to post on our social media pages, i.e. designated person/ management can post on the page.
- We monitor comments on all posts and address any concerns immediately.

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 nursery, nursery staff, parents or children. When using social networking sites such as Facebook or Instagram, Snapchat, Twitter staff **must:**

- Not name the setting they work at
- Not make comments relating to their work or post pictures in work uniform
- Never to discuss work related issues on social networking sites
- Never reply to any comments/statuses or private messages made by parent/carer or other professionals on any type of social network site. Please notify a manager if you have any concerns about anything that has been published.
- Not send or reply to private messages to any parents of nursery.
- 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 nursery's reputation or relate to the nursery or any children attending the nursery in any way.
- *Employees of Total Tots Ltd are advised/highly recommended not to access social networking sites or publish comments whilst on the premises.*
- If a parent invites you to be their friend on any social networking sites it is **strongly recommended** that you refuse their offer.

All the above applies even if the parent is a friend or family member. Confidentiality Policies must be adhered to at all times.

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 nursery communication channels, e.g. the setting's email addresses and telephone numbers. This is to protect staff, children and parents.

Parents & 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, publicly 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 not to:

- Send or accept friend requests to any member of nursery staff.
- Send or reply to any messages to staff members on social media.
- Screen shot or share any posts or pictures from the nursery on social media platforms (these may contain other children in the pictures)
- Post any photographs to social media that have been supplied by the nursery with other children in them.
(e.g. Christmas concert photographs or photographs from an activity at nursery)

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).

Digital Devices, iPads, Laptops & Tablets

The nursery uses digital devices to take pictures. These are used to support and show the development and progress of the children within the setting.

These images will be printed and displayed in the nursery classroom. The images will then be deleted from the hard drive and will not be stored or shared.

Laptops, iPads & Tablets - Nursery iPads, laptops and tablets are used throughout the settings for recording children's learning via a software application called 2simple and for the use of logging and recording daily routines, accidents & incident through the nursery software app DayShare (Parent Portal Newsfeed).

The evidence me App - Occasionally, you will see nursery practitioners using iPads in the setting. These devices are nursery-owned and are used to record and track children throughout the EYFS using an application called evidence me. The application includes security, and encryption features to ensure that all data stored is safe.

The Benefits of evidence me:

- Save time on record keeping.
- Ensure consistent record keeping throughout the nursery.
- Capture planned and spontaneous important moments.
- Quickly and easily take photos of pupil's work; tag them with learner details and Foundation Stage targets.
- Provide individual learners and whole class reports.

2 Simple Privacy Notice (Evidence Me App)

1.1 Welcome to the privacy notice for the following software applications provided by 2 Simple (Products):

Evidence Me
Improvement Hub
Inspection Coach
Mini Mash
Purple Mash
Python In Pieces
Serial Mash
Striver

The privacy notice for Dot Com Digital is available in that software application itself.

This privacy notice also covers all Microsoft Teams functionality within these Products along with the applicable Microsoft terms.

2Simple respects your privacy and is committed to protecting your personal data. This privacy notice will inform you as to how we look after your personal data when you use our Products (regardless of where you visit it from) and tell you about your privacy rights and how the law protects you.

This privacy notice aims to give you information on how 2Simple collects and processes your personal data through your use of our Products, including any data you may provide through them when you use one of our Products or sign up to communications with us or take part in any of our competitions.

It is important that you read this privacy notice together with our Data Processing Agreement where it may apply to you, so that you are fully aware of how and why we are using your data.

2. Controller and Processor relationship

2.1 2Simple may act as a joint controller and/or a processor depending on what basis you access the Products. This privacy notice is issued on behalf of 2Simple.

2.2 We have appointed a data protection officer who is responsible for overseeing questions in relation to this privacy notice.

2.3 If you have any questions about this privacy notice, including any requests to exercise your legal rights, please contact the data protection officer using the details set out below.

By email: support@2simple.com

By post: 2 Simple Limited, 2-10 Baron Street, London, England, N1 9LL By telephone: +44 (0) 20 8203 1781

2.4 You have the right to make a complaint at any time to the Information Commissioner's Office (ICO), the UK supervisory authority for data protection issues (www.ico.org.uk). We would, however, appreciate the chance to deal with your concerns before you approach the ICO so please contact us in the first instance.

3. Changes to the privacy notice

3.1 This version was last updated on 28 May 2021

4. The data we Process

4.1 Personal data, or personal information, means any information about an individual from which that person can be identified. It does not include data where the identity has been removed (anonymous data). We may collect, use, store and transfer different kinds of personal data about you which we have grouped together follows:

4.1.1 Identity Data includes first name, last name, username or similar identifier, title, date of birth and educational cohort.

4.1.2 Contact Data includes billing address, delivery address, email address and telephone numbers.

4.1.3 Transaction Data includes details about payments to and from you and other details of Products you have purchased from us.

4.1.4 Technical Data includes internet protocol (IP) address, your login data, browser type and version, time zone setting and location, browser plug-in types and versions, operating system and platform and other technology on the devices you use to access our Products.

4.1.5 Profile Data includes your username and password, your interests, preferences, feedback and survey responses.

4.1.6 Usage Data includes information about how you use our Products.

4.1.7 Marketing and Communications Data includes your preferences in receiving marketing from us and our third parties and your communication preferences.

4.1.8 We also collect, use and share Aggregated Data such as statistical or demographic data for any purpose. Aggregated Data may be derived from your personal data but is not considered personal data in law as this data does not directly or indirectly reveal your identity. For example, we may aggregate your Usage Data to calculate the percentage of users accessing a specific service feature. However, if we combine or connect Aggregated Data with your personal data so that it can directly or indirectly identify you, we treat the combined data as personal data which will be used in accordance with this privacy notice.

4.2 We do not collect any Special Categories of Personal Data about you (this includes details about your race or ethnicity, religious or philosophical beliefs, sex life, sexual orientation, political opinions, trade union membership, information about your health and genetic and biometric data). Nor do we collect any information about criminal convictions and offences.

5. If you do not provide personal data

5.1 Where we need to collect and process personal data by law, or under the terms of a contract we have with you and you fail to provide that data when requested, we may not be able to perform the contract we have or are trying to enter into with you (for example, to provide you with goods or services). In this case, we may have to cancel a service you have with us, but we will notify you if this is the case at the time.

6. How is your personal data provided?

We receive personal data through different means including:

Direct interactions. You may give us your Identity, Contact and Financial Data by filling in forms or by corresponding with us by post, phone, email or otherwise. This includes personal data you provide when you:

Apply for our Products.

Create an account for our Products.

Subscribe to our Products.

Request marketing to be sent to you.

Enter a competition, promotion or survey.

Give us some feedback.

Automated technologies or interactions. As you interact with our Products, we may automatically collect Technical Data about your equipment, browsing actions and patterns. We collect this personal data by using cookies, server logs and other similar technologies.

Third parties or publicly available sources. We may receive personal data about you from various third parties such as:

Analytics providers such as Google based outside the EU.

Search information providers such as Google based outside the EU.

Contact, Financial and Transaction Data from providers of technical, payment and delivery services based inside the EU.

Identity and Contact Data from data brokers or aggregators based inside the EU.

Identity and Contact Data from publicly available sources such as Edubase based inside the EU.

7. How we use your personal data

7.1 We will only use your personal data when the law allows us to. Most commonly, we will use your personal data in the following circumstances:

Where we need to perform the contract, we are about to enter into or have entered into with you.

Where it is necessary for our legitimate interests (or those of a third party) and your interests and fundamental rights do not override those interests.

Where we need to comply with a legal or regulatory obligation.

7.2 Generally we do not rely on consent as a legal basis for processing your personal data other than in relation to sending third party direct marketing communications to you via email or text message. You have the right to withdraw consent to marketing at any time by contacting us.

8. Purposes for which we will use your personal data

8.1 We have set out below, in a table format, a description of all the ways we plan to use your personal data, and which of the legal bases we rely on to do so. We have also identified what our legitimate interests are where appropriate.

8.2 Note that we may process your personal data for more than one lawful ground depending on the specific purpose for which we are using your data. Please contact us if you need details about the specific legal ground, we are relying on to process your personal data where more than one ground has been set out in the table below.

Purpose/Activity	Type of data	Lawful basis for processing including basis of legitimate interest
To register you as a customer or user	Identity Contact	Performance of a contract with you
To process and deliver services including: Manage payments, fees and charges. Collect and recover money owed to us	Identity Contact Financial Transaction Marketing and Communications	(a) Performance of a contract with you (b) Necessary for our legitimate interests (to recover debts due to us)
To manage our relationship with you which will include: Notifying you about changes to our terms or privacy policy Asking you to leave a review or take a survey	Identity Contact Profile Marketing and Communications	Performance of a contract with you Necessary to comply with a legal obligation. Necessary for our legitimate interests (to keep our records updated and to study how customers use our services)

To enable you to partake in a competition or complete a survey	Identity Contact Profile Usage Marketing and Communications	(a) Performance of a contract with you (b) Necessary for our legitimate interests (to study how customers use our services, to develop them and grow our business)
To administer and protect our business and our websites and services (including troubleshooting, data analysis, testing, system maintenance, support, reporting and hosting of data)	Identity Contact Technical	Necessary for our legitimate interests (for running our business, provision of administration and IT services, network security, to prevent fraud and in the context of a business reorganisation or group restructuring exercise) Necessary to comply with a legal obligation
To deliver relevant service content to you and measure or understand the effectiveness of this	Identity Contact Profile Usage Marketing and Communications Technical	Necessary for our legitimate interests (to study how customers use our services, to develop them, to grow our business and to inform our marketing strategy)
To use data analytics to improve our websites and services, marketing, customer relationships and experiences	(a) Technical (b) Usage	Necessary for our legitimate interests (to define types of customers for our services, to keep our website and services updated and relevant, to develop our business and to inform our marketing strategy)
To make suggestions and recommendations to you about goods or services that may be of interest to you	Identity Contact Technical Usage Profile	Necessary for our legitimate interests (to develop our services and grow our business)

9. Marketing

9.1 We may use your Identity, Contact, Technical, Usage and Profile Data to form a view on what we think you may want or need, or what may be of interest to you. This is how we decide which Products and offers may be relevant for you.

9.2 You will receive marketing communications from us if you have requested information from us or purchased Products from us or if you provided us with your details when you registered for a promotion and, in each case, you have not opted out of receiving that marketing.

10. Opting out

10.1 You can ask us to stop sending you marketing messages at any time by following the opt-out links on any marketing message sent to you or by Contacting us at any time.

11. Cookies

11.1 You can set your browser to refuse all or some browser cookies, or to alert you when websites set or access cookies. If you disable or refuse cookies, please note that some parts of our Products may become inaccessible or not function properly.

12. Change of purpose

12.1 We will only use your personal data for the purposes for which we collected it, unless we reasonably consider that we need to use it for another reason and that reason is compatible with the original purpose. If you wish to get an explanation as to how the processing for the new purpose is compatible with the original purpose, please contact us.

12.2 If we need to use your personal data for an unrelated purpose, we will notify you and we will explain the legal basis which allows us to do so.

12.3 Please note that we may process your personal data without your knowledge or consent, in compliance with the above rules, where this is required or permitted by law.

13. Disclosures of your personal data

13.1 We may have to share your personal data with the parties set out below for the purposes set out in the table in section 8 above.

13.1.2 Internal Third Parties being other companies in our group acting as joint controllers or processors and who provide IT and system administration services.

13.1.3 External Third Parties, being:

Service providers acting as processors who provide IT and system administration services.

Professional advisers acting as processors or joint controllers including lawyers, bankers, auditors and insurers based who provide consultancy, banking, legal, insurance and accounting services.

HM Revenue & Customs, regulators and other authorities acting as processors or joint controllers based in the United Kingdom who require reporting of processing activities in certain circumstances.

13.1.4 Third parties to whom we may choose to sell, transfer, or merge parts of our business or our assets. Alternatively, we may seek to acquire other businesses or merge with them. If a change happens to our business, then the new owners may use your personal data in the same way as set out in this privacy notice.

13.2 We require all third parties to respect the security of your personal data and to treat it in accordance with the law. We do not allow our third-party service providers to use your personal data for their own purposes and only permit them to process your personal data for specified purposes and in accordance with our instructions.

14. International Transfers

14.1 We do not transfer your personal data outside the European Economic Area.

15. Data Security

15.1 We have put in place appropriate security measures to prevent your personal data from being accidentally lost, used or accessed in an unauthorised way, altered or disclosed. In addition, we limit access

to your personal data to those employees, agents, contractors and other third parties who have a **business need to know. They will only process your personal data on our instructions, and they are subject to a duty of confidentiality.**

15.2 We have put in place procedures to deal with any suspected personal data breach and will notify you and any applicable regulator of a breach where we are legally required to do so.

15.3 More details on data security can be found here: <https://help.2simple.com/gdpr/how-we-handle-purple-mash-customer-data>.

16. Data retention

16.1 We will only retain your personal data for as long as necessary to fulfil the purposes we collected it for, including for the purposes of satisfying any legal, accounting, or reporting requirements.

16.2 To determine the appropriate retention period for personal data, we consider the amount, nature, and sensitivity of the personal data, the potential risk of harm from unauthorised use or disclosure of your personal data, the purposes for which we process your personal data and whether we can achieve those purposes through other means, and the applicable legal requirements.

16.3 By law we have to keep basic information about our customers (including Contact, Identity, Financial and Transaction Data) for six years after they cease being customers for tax purposes.

16.4 In some circumstances you can ask us to delete your data see “request erasure” below for further information.

16.5 In some circumstances we may anonymise your personal data (so that it can no longer be associated with you) for research or statistical purposes in which case we may use this information indefinitely without further notice to you.

17. Your legal rights

17.1 Under certain circumstances, you have rights under data protection laws in relation to your personal data as set out below. If you wish to exercise any of the rights set out above, please contact us. You have the right to:

17.1.1 Request access to your personal data (commonly known as a “data subject access request”). This enables you to receive a copy of the personal data we hold about you and to check that we are lawfully processing it.

17.1.2 Request correction of the personal data that we hold about you. This enables you to have any incomplete or inaccurate data we hold about you corrected, though we may need to verify the accuracy of the new data you provide to us.

17.1.3 Request erasure of your personal data. This enables you to ask us to delete or remove personal data where there is no good reason for us continuing to process it. You also have the right to ask us to delete or remove your personal data where you have successfully exercised your right to object to processing (see below), where we may have processed your information unlawfully or where we are required to erase your personal data to comply with local law. Note, however, that we may not always be able to comply with your request of erasure for specific legal reasons which will be notified to you, if applicable, at the time of your request.

17.1.4 Object to processing of your personal data where we are relying on a legitimate interest (or those of a third party) and there is something about your particular situation which makes you want to object to processing on this ground as you feel it impacts on your fundamental rights and freedoms. You also have the right to object where we are processing your personal data for direct marketing purposes. In some cases, we may demonstrate that we have compelling legitimate grounds to process your information which override your rights and freedoms.

17.1.5 Request restriction of processing of your personal data. This enables you to ask us to suspend the processing of your personal data in the following scenarios: (a) if you want us to establish the data's accuracy; (b) where our use of the data is unlawful but you do not want us to erase it; (c) where you need us to hold the data even if we no longer require it as you need it to establish, exercise or defend legal claims; or (d) you have objected to our use of your data but we need to verify whether we have overriding legitimate grounds to use it.

17.1.6 Request the transfer of your personal data to you or to a third party. We will provide to you, or a third party you have chosen, your personal data in a structured, commonly used, machine-readable format. Note that this right only applies to automated information which you initially provided consent for us to use or where we used the information to perform a contract with you.

17.1.7 Withdraw consent at any time where we are relying on consent to process your personal data. However, this will not affect the lawfulness of any processing carried out before you withdraw your consent. If you withdraw your consent, we may not be able to provide our Products to you. We will advise you if this is the case at the time you withdraw your consent.

17.2 You will not have to pay a fee to access your personal data (or to exercise any of the other rights). However, we may charge a reasonable fee if your request is clearly unfounded, repetitive or excessive. Alternatively, we may refuse to comply with your request in these circumstances.

17.3 We may need to request specific information from you to help us confirm your identity and ensure your right to access your personal data (or to exercise any of your other rights). This is a security measure to ensure that personal data is not disclosed to any person who has no right to receive it. We may also contact you to ask you for further information in relation to your request to speed up our response.

We try to respond to all legitimate requests within one month. Occasionally it may take us longer than a month if your request is particularly complex or you have made a number of requests. In this case, we will notify you and keep you updated.

Online Safety Policy

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 your DSL.

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 categorised 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. Practitioners are reminded to use complex strong passwords, and they are kept safe and secure, changed regularly and are not written down.
- 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 or games 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)
- Teaching children how to stay safe online and report any concerns they have.
- Ensuring children are supervised when using internet connected devices.
- Using tracking software to monitor suitability of internet usage (for older children)
- Not permitting staff or visitors to private access to the nursery Wi-Fi
- Talking to children about 'stranger danger' and deciding who is a stranger and who is not, comparing people in real life situations to online 'friends'.

- When using teams and FaceTime (where applicable) discussing with the children what they would do if someone they did not know tried to contact them
- Providing training for staff, at least annually, in online safety and understanding how to keep children safe online. We encourage staff and families to complete an online safety briefing, which can be found at FLICK Learning.
- 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. No personal use will be tolerated (see acceptable IT use policy)
- Monitoring children's screen time to ensure they remain safe online and have access to material that promotes their development. We ensure that their screen time is within an acceptable level and is integrated within their programme of learning.
- 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.
- Signposting parents to appropriate sources of support regarding online safety at home

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 supported to develop their knowledge of online safety issues.
<https://www.childnet.com/resources/smartie-the-penguin/>
<https://www.childnet.com/help-and-advice/4-11-year-olds>
- Parents are offered support to help them talk about online safety with their children using appropriate resources.
- Parents are signposted to appropriate sources of support regarding online safety at home and are fully supported to understand how to report an online safety concern.
- 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 the 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

Online Safety Guidance & Support

It is crucial to have regular discussions about online safety and to encourage children to communicate any concerns they encounter while online.

Educate your child on the significance of maintaining a secure online environment.

Many parents & caregivers worry about their children's online activities and content. This guidance and links provide resources to keep children safe from online risks and offers support and advice.

[Keeping children safe online - GOV.UK](#)

[Keeping children safe online | NSPCC](#)

[Parents & carers | Childnet](#)

[Smartie the Penguin | Childnet](#)

[Pre-school \(0-5\) online safety tips and advice | Internet Matters](#)

CCTV

The nursery CCTV surveillance is intended for the purposes of:

- promoting the health and safety of children, staff and visitors
- protecting the nursery building and resources.

The system comprises of **14** fixed cameras. These are placed around the nursery, inside and outside, but **not** in the toilets or changing areas. This is to ensure the dignity of children is maintained.

The use of CCTV to control the perimeter of the nursery for security purposes has been deemed to be justified by the nursery management. The system is intended to capture images of intruders or of individuals damaging property or removing goods without authorisation or of antisocial behaviour.

Monitoring

The CCTV is monitored centrally from the nursery office and is registered with the Information Commissioner under the terms of the Data Protection Act. This policy outlines the nursery's use of CCTV and how it complies with the Act. The nursery complies with Information Commissioner's Office (ICO) CCTV Code of Practice to ensure it is used responsibly.

All authorised operators and employees with access to images are aware of the procedures that need to be followed when accessing the recorded images. All operators are trained to understand their responsibilities under the CCTV Code of Practice. All employees are aware of the restrictions in relation to access to, and disclosure of, recorded images. A copy of this CCTV Policy will be provided on request to staff, parents and visitors to the nursery and will be made available on the website and in the policy file.

Location of cameras

The location of CCTV cameras will also be indicated, and adequate signage will be placed at each location in which a CCTV camera(s) is sited to indicate that CCTV is in operation. Adequate signage will also be prominently displayed at the entrance to the nursery's property. Signage shall include the name and contact details of the data controller as well as the specific purpose(s) for which the CCTV camera is in place in each location.

Storage and retention

The images captured by the CCTV system will be retained for a maximum of 30 days, except where the image identifies an issue and is retained specifically in the context of an investigation/prosecution of that issue. The images/recordings will be stored in a secure environment with a log of access kept. Access will be restricted to authorised personnel.

Supervising the access and maintenance of the CCTV System is the responsibility of the registered person / manager. In certain circumstances, the recordings may also be viewed by other individuals. When CCTV recordings are being viewed, access will be limited to authorised individuals on a need-to-know basis. Files will be stored in a secure environment with a log of access to recordings kept.

Recorded footage and the monitoring equipment will be securely stored in a restricted area. Unauthorised access to that area will not be permitted at any time. The area will be locked when not occupied by authorised personnel. A log of access to footage will be maintained.

When accessing images two authorised members of staff must be present. A written record of access will be made. A record of the date of any disclosure request along with details of who the information has been provided to (the name of the person and the organisation they represent), why they required it and how the request was dealt with will be made and kept, in case of challenge.

Subject Access Requests (SAR)

Individuals have the right to request access to CCTV footage relating to themselves under the Data Protection Act / GDPR. Individuals submitting requests for access will be asked to provide sufficient information to enable the footage relating to them to be identified. For example, date, time and location.

The nursery will respond to requests within 14 calendar days of receiving the request. The nursery reserves the right to refuse access to CCTV footage where this would prejudice the legal rights of other individuals or jeopardise an ongoing investigation.

A record of the date of the disclosure along with details of who the information has been provided to (the name of the person and the organisation they represent) and why they required it will be made.

Where footage contains images relating to 3rd parties, the nursery will take appropriate steps to mask and protect the identities of those individuals.

Complaints - Complaints and enquiries about the operation of CCTV within the nursery should be directed to the manager of the nursery in the first instance.

Responsibilities

The manager (or deputy) will ensure:

- That the use of CCTV systems is implemented in accordance with this policy
- They oversee and co-ordinate the use of CCTV monitoring for safety and security purposes.
- That all CCTV monitoring systems will be evaluated for compliance with this policy
- That the CCTV monitoring is consistent with the highest standards and protections
- They review camera locations and be responsible for the release of any information or recorded CCTV materials stored in compliance with this policy.
- They maintain a record of access (e.g. an access log) to or the release of files or any material recorded or stored in the system.
- That the perimeter of view from fixed location cameras conforms to this policy both internally and externally
- That all areas being monitored are not in breach of an enhanced expectation of the privacy of individuals
- That external cameras are non-intrusive in terms of their positions and views of neighbouring residential housing and comply with the principle of "Reasonable Expectation of Privacy".
- That monitoring footage are stored in a secure place with access by authorised personnel only.
- That images recorded are stored for a period not longer than 30 days and are then erased unless required as part of a criminal investigation or court proceedings (criminal or civil).
- That camera control is solely to monitor suspicious behaviour, criminal damage etc. and not to monitor individual characteristics.
- That under certain circumstances, the CCTV footage may be used for training purposes (including staff supervisions) or for parents to view child transitions.

Mobile Phone & Electronic Device Use

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 **Total Tots** we promote the safety and welfare of all children in our care. We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education.

To ensure the safety and well-being of children we do not allow staff to use personal mobile phones working hours.

We use mobile phones supplied by the nursery 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 nursery devices online.

Staff must adhere to the following:

- Mobile phones or wearable devices are either turned off or on silent and not accessed during your working hours.
- Mobile phones can only be used on a designated break and then this must be away from the children.
- Mobile phones/ should be stored safely in staff lockers at all times during the hours of your working day.
- No personal device is allowed to be connected to the nursery Wi-Fi at any time.
- The use of nursery devices, such as tablets, must only be used for nursery purposes.
- The nursery 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 and will be changed regularly.
- During outings, staff only use mobile phones belonging to the nursery.
- 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.

Parents' use of mobile phones and smartwatches

Parents are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children. We will ask any parents using their phone inside the nursery 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.

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 whilst at nursery and are asked to leave them in a safe secure place/nursery office for the duration of their visit.

Photographs and videos

At **Total tots** 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; for display purposes; for promotion materials including our nursery website, brochure and the local press; and for security in relation to CCTV and the different social media platforms we use. We ensure that parents understand that where their child is also on another child's photograph, but not as the primary person, which 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.

Applicable for settings using Online Learning Journals only.

At **Total Tots** we use tablets in the rooms to take photos of the children and record these directly on to their electronic learning journeys. 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.

We also do routine checks to ensure that emails and text messages (where applicable) have not been sent from these devices and remind staff of the whistleblowing policy if they observe staff not following these safeguarding procedures.

Staff Mobile Phones, Cameras & Digital Devices

We believe our staff should be completely attentive during their hours of working to ensure all children in the nursery receive good quality care and education. This is why personal mobile phones, Smart Watches and other wearable networked devices are not to be used during working hours.

Within the nursery, we do this by ensuring staff adhere to the following:

- Mobile phones should be stored safely at all times during working hours, either within the designated lockers or in the nursery office.
- Mobile phones and Smart Watches must be on silent or turned off during working hours.
- Mobile phones can only be used on a designated break - this must be away from the children.
- Staff may give out the nursery phone number (landline) to be used in case of emergency.
- Only using approved devices to record/photograph in the setting. These are stored in the office when not in use.
- Nursery devices must not be used for personal purposes.
- Ensuring children are supervised using internet devices and the content is appropriate.
- Parents are asked to refrain from using their mobile phone and Smart Watches within the nursery.
- The nursery has a mobile phone, which is clearly labelled and is securely stored in the office unless in use. This is to be taken on trips and outings with the children and is only to be used in emergency situations. The nursery mobile phone is strictly not to be used to send photographs or videos to parents.
- Personal mobile phones and Smart Watches must never be used to take photographs or videos of children or their families. Setting issued devices must be used for this purpose.
- Staff have a whistleblowing responsibility to report other staff's misuse of mobile phones and Smart Watches during setting opening times • If any of the above points are not followed then the member of staff involved will face disciplinary action, which could result in dismissal.
- Not to take mobile phones, personal cameras any other digital devices onto the nursery floor.
- Not to take any photographs on personal phones, cameras or other digital devices in nursery.
- Mobile phones should be **switched off** and placed in personal lockers or staff mobile phone safe during working hours.
- In case of an emergency the settings number should be used as a point of contact during working hours.

Lancaster (01524) 68043 option 1

Westgate (01524) 414577 option 2

Morecambe (01524) 411753 option 3

Late Collection & Non-Collection

At Total Tots we expect all parents to agree an approximate time to collect their child from the nursery. We give parents information about the procedures to follow if they expect to be late. These include:

- Agreeing a safety password with the nursery in advance to be used by anyone collecting a child who is not the parent (designated adult)
- Calling the nursery as soon as possible to advise of their situation
- Asking a designated adult to collect their child wherever possible
- Informing the nursery of this person's identity so the nursery can talk to the child if appropriate. This will help to reduce or eliminate any distress caused by this situation.
- If the designated person is not known to the nursery staff, the parent must provide a detailed description of this person, including their date of birth where known. This designated person must know the individual child's safety password in order for the nursery to release the child into their care. This is the responsibility of the parent.

If a child has not been collected from the nursery after the end of their booked session, we initiate the following procedure:

- The nursery manager will be informed that a child has not been collected.
- The manager will check for any information regarding changes to normal routines, parents' work patterns or general information. If there is no information recorded, the manager will try to contact the parents on the telephone numbers provided for their mobile, home or work. If this fails, the manager will try the emergency contacts shown on the child's records.
- The manager/staff member in charge and one other member of staff must stay behind with the child (if outside normal operating hours). During normal operating times, the nursery will plan to meet required staff ratios. If the parents have still not collected the child, the manager will telephone all contact numbers available every 10 minutes until contact is made. These calls will be logged on a full incident record.
- In the event of no contact being made after half an hour has lapsed, the person in charge will ring the local authority children's social services emergency duty team.
- The nursery will inform Ofsted as soon as convenient if necessary.
- The two members of staff will remain in the building until suitable arrangements have been made for the collection of the child.
- The child's welfare and needs will be always met and to minimise distress staff will distract, comfort and reassure the child during the process.
- In order to provide this additional care a **late fee of £20 per 10 minutes** will be charged to parents. This will pay for any additional operational costs that caring for a child outside their normal nursery hours may incur.

Contact numbers:

Name	Contact No
Social Services Emergency Duty Team	0300 123 6720
Ofsted	0300 123 1231

Lost Child Procedure

At Total Tots 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.

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 presents 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/carers of the missing child will also be contacted.
- 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.

Lost Child Procedure (Outings)

At **Total Tots** we take all reasonable steps to ensure children are kept safe while on outings. We assess the risks or hazards that may arise for children and identify steps to remove, minimise and manage those risks and hazards. This includes the consideration of adult to child ratios and carrying out regular head counts of children throughout any outing or visit.

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 presents 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/carers 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.

Health & Safety Statement

The Directors place the greatest importance on health and safety matters and undertake to conduct all their business in such a way as to ensure the health and safety of all its children, employees and visitors.

The nursery will endeavour to create and develop a working environment in which there is an awareness of the vital importance of health and safety, and which encourages all employees to participate in developing and practising safe working methods and to have regard for the welfare of themselves and others.

The Directors and senior management are confident that all employees will comply with the legal obligation to act in a safe manner and will fully co-operate with them in matters of health, safety and welfare. Such co-operation will be appreciated.

The person responsible for health & safety at work on a daily basis are the nursery Managers they will ensure, so far as is reasonably practicable, that the company's policy on health and safety at work is fully implemented.

The nominated employee's health and safety responsibilities cover the maintenance of safety records, accident investigations, assessments and inspections. She will familiarise herself with all relevant legislation.

In the nominated person's absence, the following staff Members will assume the daily responsibilities for health and safety at work.

- Kara Sharpe & Sam Howse (Nursery Managers Lancaster Site)
- Kirsty Liver & Lindsey Middlehurst (Nursery Managers Morecambe Site)
- Megan Knowles & Natasha Howson (Nursery Manager Westgate Site)

The Directors and Senior Management will ensure that: on joining the company all new employees are given training in health and safety matters including accident reporting, emergency procedures, fire precautions, code of safe conduct and the location of first aid boxes.

- provide adequate information, instruction, training and supervision to ensure the health and safety of employees.
- employees are familiar with the company's health and safety policy.
- investigate all accidents and carry out assessments and inspections.
- ensure the maintenance of good housekeeping standards.
- review the safe operation of all work equipment & toys.
- regularly inspect the workplace with regard to the suitability of equipment provided for the health and safety of employees, check work methods and practices to ensure safe systems of work and inspect arrangements for the use, handling, storing and transport of articles and substances
- systemically identify and control risks to children, employees and visitors

The directors will review this policy and arrangements for health and safety regularly.

Health & Safety

At **Total Tots** 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) 2024
- 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 FIC) by 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 produce 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 your manager, the nursery deputy nursery manager 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 *senior member of staff in the area/*deputy manager/*manager.

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

Health and safety training - Person responsible for monitoring staff training is your manager, Health and safety training is covered in all induction training for new staff.

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, 2024. 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 nursery, 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 must be listed in the first aid policy.

Health and safety arrangements

- All staff are responsible for general health and safety in the nursery.
- All staff are responsible for reading and following the Health and Safety Handbook
- 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.
- 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 can contribute to any policy through informal discussions, the suggestion scheme and/or during regular meetings held at nursery.

The nursery displays the 'Health and Safety Law' in the office and requires all employee to read and be aware of this **Roles and Responsibilities**

Managers – to ensure procedures are being carried out correctly and to check equipment.

Deputies – to check risk assessments are regularly updated.

Practitioners should be aware and adhere to the following points:

- Adhere to the nursery Health and Safety Handbook
- No smoking/vaping on premises at any time
- No hot drinks in rooms occupied by children.
- Suitable clean footwear.
- Hair pinned/tied back.
- Nails of an appropriate (short) length no false nails.
- High standard of personal hygiene
- No inappropriate jewellery
- No facial piercing
- Children will be encouraged to run outside in a safe environment.

All fire extinguishers to be labelled and free from obstruction.

- Protective clothing shall be worn when preparing and serving food.
- Never leave dangerous objects around in children's rooms e.g. scissors.
- All electronic charging devices will be recharged in the nursery office.
- **Nuts e.g. peanuts are not allowed on nursery premises.**
- Any accidents involving bodily fluids are to be reported to the manager.
- Sickness of staff it must be reported before 7.30 am in the morning.
- Only qualified practitioners will administer medicine witnessed by managers.
- No students will be left unsupervised in a room.
- No staff member or volunteer will be left unsupervised unless DBS are returned.
- Members of staff will not take a child from the premises unless they have written consent from parents.
- A copy of the fire drill will be clearly displayed, and regular fire drills take place.

- Staff must always use appropriate equipment when working at heights. E.g. Using step ladders when putting up displays
- Staff may only eat food with the children provided by the nursery.

The management consider this matter of such importance that breach of health and safety procedures by staff constitutes misconduct and will be dealt with as a disciplinary matter. Staff and management must constantly be mindful of their responsibilities individually and collectively for the safety of themselves and their colleagues.

Hygiene - Our daily routines encourage the children to develop their personal hygiene skills. We have a daily cleaning routine for the nursery which we encourage children to be involved in. We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings. The toilet area has a high standard of hygiene, including hand washing and drying facilities.

We implement good hygiene practices by:

- Asking children to wash hand on arrival into nursery.
- Cleaning tables between activities.
- Checking toilets regularly.
- Wearing protective clothing such as aprons and disposable gloves, as appropriate.
- Providing tissues and wipes.
- Washing hands post wiping noses.
- Nightly cleaners completing a full clean of the setting.

Nappy changing - Disposable gloves and aprons are worn by all staff during every nappy change, the changing area will also be cleaned following each nappy change, all staff ensure they follow the correct lifting procedure. We provide paper towels for cleaning changing area to ensure cleanliness.

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep 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.

Staff will discuss any changes in sleep routines at the end of the day and share observations and information about children's behaviour when they do not receive enough sleep.

Sleeping Twins

We follow the advice from The Foundation for the Study of Infant Deaths (FSID) regarding sleeping twins and will not put them together in the same cot to sleep. Further information can be found at:

<http://fsid.org.uk/page.aspx?pid=426>

<http://www.healthychildcare.org/pdf/sidschildcaresafesleep.pdf>

Equipment & Resources

At Total Tots we believe that high-quality care and early learning is promoted by providing children with safe, clean, stimulating, age and stage appropriate resources, toys and equipment.

To ensure this occurs within the nursery, including in our outdoor areas, we will:

- 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)
- Provide a sufficient quantity of equipment and resources for the number of children registered in the nursery.
- Provide resources to meet children's individual needs and interests.
- Provide resources which promote all areas of children's learning and development.
- Select 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.
- Provide play equipment and resources which promote continuity and progression, provide sufficient challenges and meet the needs and interests of all children.
- Store and display resources and equipment where all children can independently choose and select them.
- Check all resources and equipment before first use to identify any potential risks and again regularly at the beginning of every session and when they are put away at the end of every session. We repair and clean or replace any unsafe, worn out, dirty or damaged equipment whenever required.
- Keep an inventory of resources and equipment, this records the date on which each item was purchased and purchase price.
- Evaluate the effectiveness of the resources including the children's opinions and interests.
- Encourage children to respect the equipment and resources and tidy these away when play has finished. This is into a designated place via the use of silhouettes or pictures the children can match the resource to.

Fire Procedure

The fire procedure is displayed in every room.

- Fire Safety Point for Total **Lancaster** 3-1-5 Car Park nearest point to your exit, furthest away from the building.
- Fire Safety Point for Total Tots **Morecambe** is on the field by the garage.
- Fire Safety Point for Total Tots **Westgate** is Westgate Children's Playground

Management will sweep the building on their way out.

All staff will understand the procedure and the roles they have, ensuring all children, visitors and staff are escorted to the collection point and checking the registers for all on site.

Fire drills will be held at regular periods.

Fire Procedure for Neighbourhood Centres

The children's centre has an annual fire risk assessment carried out by Lancashire County Council; the written document is provided to nursery which highlights any actions.

The fire procedure will be displayed in every room and all staff, students and volunteers will be trained in how to follow the procedure to ensure everybody is escorted to the collection point, which is on the field by the allotment, once everybody is evacuated registers will be taken.

Practice fire drills will be held on a regular basis by the control of the children's centre this is documented in the office and in the children's centre.

We will teach children to be aware of the importance of fire evacuations and build on their knowledge of fire safety.

Suncare

At **Total Tots 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 clearly 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.
- Nursery sunscreen will be provided, if you do not wish for your child to use, 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. Sun cream containing nut-based ingredients will not be allowed in the setting.
- 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 nursery'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 (UV levels); children will not be allowed in direct sunlight between 11.00am – 3.00pm on extremely 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 and at frequent intervals during the day.
- 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 nursery we find the right balance to protecting children from sunburn by following the NHS guidance. The benefits are discussed with parents and their wishes followed with regard to the amount of sun cream applied.

We also promote the NHS recommendation to parents that all children aged under 5 years should be given vitamin D supplements even if they do get out in the sun.

Adverse Weather

At Total Tots we have an adverse weather policy in place to ensure our nursery is prepared for all weather conditions that might affect the running of the nursery such as floods, snow and heat waves.

If any of these incident's impact on the ability of the nursery to open or operate, we will contact parents via *phone/*email/*text message.

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 high snowfall, or another severe weather condition such as dense fog, is threatened during a nursery day then the manager will take the decision as to whether to close the nursery. 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 nursery 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 nursery.

If the nursery is limited to the number of children, due to staff shortages, I will have to limit the admissions. In this instance it is very difficult for us to decide who needs the places more than others, so can I ask that if you do not absolutely need your nursery place on that day would you please let us know.

Finally, if the **weather conditions worsen throughout** the day, we may take the decision to close early in order to ensure the staff have a fair chance of getting home safe and sound in poor conditions. If this is the case, we will contact you as early as possible to give you time to arrange for early collection of your child.

IF ANY OF THE NURSERIES HAS TO CLOSE, WE WILL CONTACT EACH FAMILY BY TELEPHONE INFORMING YOU OF THE SITUATION, GIVING AS MUCH NOTICE AS POSSIBLE.

Sun

Sun Safety -Please apply sunscreen to your child during the hotter months before arrival at nursery. The nursery provides factor 50 sunscreen and will reapply sunscreen during their nursery session. We ask that all parents/carers provide a labelled sun to keep at nursery. Children will be offered regular drinks of water and kept in the shade during the hottest parts of the day.

Risk Assessments

Risk Assessments are carried out:

- Where the risks directly affect the employees, volunteers, children and visitors to the nursery.
- Yearly for more general risk assessments,
- Following an accident or incident,
- If circumstances change that warrants a new risk assessment, whichever comes first.
- New toys or equipment
- Visits Outings

We are required by the Management of Health and Safety at Work Regulations to carry out risk assessments for all activities. Risk assessments are also required by other legislation, i.e. COSHH, Manual Handling etc. All staff members must be aware of all risk assessments and their guidance.

Aim: To ensure that we protect the health and safety of all our employees, volunteers, children and visitors to the nursery.

Duties:

The Management of Health and Safety Regulations state that every employer shall make a suitable and sufficient assessment of:

(a) The risks to the health and safety of their employees to which they are exposed whilst they are at work; and

(b) The risks to the health and safety of persons not in his employment arising out of or in connection with the organisations work activities.

Definitions:

Hazard: Something with the potential to cause harm.

Risk: The likelihood of the harm being realised and the severity.

Manual Handling

At Total Tots we recognise that staff need to carry out manual handling especially in relation to lifting children. A variety of injuries may result from poor manual handling and staff must all be aware and adhere to the nursery's manual handling policy. We instruct all staff in correct handling techniques and expect them to follow these to minimise the risks of injury. All staff complete a staff lifting and handling children on a yearly basis.

We know that lifting and carrying 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 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.
- Never attempt manual handling unless you have read the correct techniques and understood how to use them.
- Ensure that you are capable of undertaking the task – people with health problems and pregnant women may be particularly at 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.
- Lighting should be 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.
- Where a child is young and is unable to hold onto you, ensure you support them fully within your arms.
- 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

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:

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

Moving the child or load

1. Move the feet, keeping the child or load close to the body.
2. Proceed carefully, making sure that you can see where you are going.
3. Lower the child or load, reversing the procedure for lifting.
4. Avoid crushing fingers or toes as you put the child or load down.
5. If you are carrying a load, position and secure it after putting it down.
6. 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.
7. 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

1. Carry children or loads close to the body, lifting and carrying the load at arm's length increases the risk of injury.
2. Avoid awkward movements such as stooping, reaching or twisting.
3. Ensure that the task is well designed and that procedures are followed.
4. Try never to lift loads from the floor or to above shoulder height. Limit the distances for carrying.
5. Minimise repetitive actions by re-designing and rotating tasks.
6. Ensure that there are adequate rest periods and breaks between tasks.
7. 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 can undertake 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
- Use cots with a drop downside and avoid bending to lift babies from their cot.
- Complete and review yearly manual handling training.

No Smoking & Vaping Policy

At **Total Tots** we are committed to promoting children's health and well-being. This is of the upmost importance for the nursery.

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.

Staff must not smoke/vape while wearing nursery uniform as it is essential that staff are positive role models to children and promote a healthy lifestyle. If staff choose to smoke/vape during breaks they are asked to change into their own clothing and 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 by:

- Providing factsheets and leaflets
- Providing information of local help groups
- Providing details of the NHS quit smoking helpline - www.smokefree.nhs.uk.
- Offering information regarding products that are available to help stop smoking.

Smoking, Drinking & Drugs

This nursery has a no smoking policy, anyone on duty will be expected to abide by this policy. Anyone who is suspected of being under the influence of alcohol or drugs will not be allowed to stay on nursery property.

TOTAL TOTS LTD

Accidents & First Aid

At **Total Tots** we aim to protect children at all times. We recognise that accidents or incidents may sometimes occur. We follow this policy and procedure to ensure that all parties are supported and cared for when accidents or incidents happen; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents -

- The person responsible for reporting accidents, incidents or near misses is the member of staff who saw the incident or was first to find the child where there are no witnesses. They must record it on a digital accident form and report it to the nursery 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 must be shown the Accident Report, informed of any first aid treatment given and asked to sign it as soon as they collect their child.
- The nursery manager reviews the accident forms for patterns, e.g. one child having a repeated number of accidents, a particular area in the nursery or a particular time of the day when most accidents happen. Any patterns will be investigated by the nursery manager and all necessary steps to reduce risks are put in place.
- The nursery manager will report serious accidents 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 will be 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.
- Where medical treatment is required the nursery manager will follow the insurance company procedures, which may involve informing them in writing of the accident.
- The nursery manager/registered provider will report any accidents of a serious nature to the Care Inspectorate and the local authority child protection team (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.
- All accidents and incidents forms are now logged and stored the Parent Portal app and will require your digital acknowledgement.
- If you have no access to the app or a system to allow you to view the information, please inform the nursery manager.

Organisation	Total Tots
Care Inspectorate	OFSTED
Local child protection team	LANCASHIRE
Health and Safety Executive	LOUISE NOLAN & KARL HANSSON
Local authority environmental health department	LCC
RIDDOR report form	www.hse.gov.uk/riddor/report.htm

Transporting children to hospital procedure - The nursery manager/staff member must:

- Call for an ambulance immediately if the injury is severe. DO NOT attempt to transport the sick child in your own vehicle.
- Whilst waiting for the ambulance, contact the parent(s) 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. 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: **ALL ROOMS** all first aid kits are kept out of reach of the children. These are accessible at all times with appropriate content for use with children.

The appointed person responsible for first aid checks the contents of the boxes regularly 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 first aid boxes.

The appointed person(s) responsible for first aid is the Managers in charge.

All of the staff are trained in paediatric first aid, and this training is updated every three years.



- Millie Mark Accreditation - <https://www.milliesmark.com/sites/default/files/mm-information-for-parents.pdf>

All first aid trained staff are displayed on the nursery information board. When children are taken on an outing away from our nursery, 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.

Food Safety & Play

Children are supervised during mealtimes and food is adequately cut up to reduce choking. We understand that learning experiences are provided through exploring different malleable materials and the following may be used. These are risk assessed and presented differently to the way it would be presented for eating e.g. in trays. For example:

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

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 supervised during these activities.

Personal protective equipment (PPE)

The nursery 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 nursery 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 puncture & 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 we provide ongoing training to all members of staff which reflects best practice and is in line with current health and safety legislation.

Animals

Any animals brought into Total Tots for educational purposes will be healthy and kept in a secure and safe place.

Children will not be left alone with animals and handling will only take place if it is considered safe to do so and there are ample members of staff present.

Children are taught how to handle the animals in a kind and caring way.

Current Animal Residents of Total Tots Settings:

Swim Policy Total Tots Lancaster Site

Total Tots believes strongly that all children should learn to swim as soon as possible. Swimming is not only a sport for children but a lifesaving skill for life. **Total Tots Lancaster situated at 3-1-5 Health Club** is fortunate to have access to the gym's swimming pool & the **Stingray Swim School Programme**.

Just a few of the benefits of swimming lessons for the children include:

- Acquiring lifesaving swimming skills and water awareness
- Improved water safety and survival knowledge
- Improved fitness, strength, coordination and general health
- Improved confidence and self esteem

The teaching and learning of swimming and water safety requires the utmost care on part of all concerned. This policy provides guidance on safe practice at swimming lessons. Safety is of paramount importance. Children are not allowed to swim without staff supervision. The message that children must never swim on their own, whether at the pool or at the beach is something that is reinforced at every opportunity.

The swimming instructor has the appropriate lifeguard rescue training and first aid skills. All staff are trained in first aid (A first aid kit is available at poolside). If an emergency evacuation needs to take place the adults must be clear about their respective roles in that situation. Who will enter the water to rescue a child? Who will evacuate the rest of the children whilst calling an ambulance?

The swimming programme provided to the

children is • Age and ability appropriate (2 ½ years +)

- Safe
- Effective
- Fun

We understand that children progress at their own pace and positive input will be encouraged at all times. Fun activities, playtime and practice are a must in a non-threatening and non-competitive environment.

Staff will ensure that:

- There is appropriate supervision of children when changing (special enclosed area for children changing)
- Children are under control.
- Rescues or another emergency action is initiated if required.
- Unsafe activities are prevented.
- The pool is secure against unauthorised access when not in use.
- Communication between all parties is clear.
- Adequate floatation devices are used when required.
- Risks are assessed for each session.
- Modelling good behaviour is a way children can keep themselves and everyone else safe.

Pool Rules for Children

- We walk carefully so we don't slip.
- Listen carefully to the swimming teacher.
- Take care not to push or jump on our friends whilst in or around the pool.
- Carefully get into and out of the swimming pool.

Infection Control

At Total Tots we promote the good health of all children attending through maintaining high hygiene standards and reducing the chances of infection being spread. We follow the Infection Control in Schools and other Childcare Settings guidance 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 moving 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.
- Clean and sterilise changing mats before and after each use.
- Clean toilets at least daily and check them throughout the day.
- 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.
- 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.
- Wash or clean all equipment used by babies and 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.
- Immediately clean and sterilise (where necessary) any dummy or bottle that falls on the floor or is picked up by another child.
- Provide labelled individual bedding for children that is not used by any other child and wash this at least once a week.
- Parents and visitors may be asked to remove outdoor footwear or use shoe covers when entering rooms where children may be crawling 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 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.
- The nursery will ensure stocks of tissues, hand washing equipment, cleaning materials and sterilising fluid are maintained at all times and increased during the winter months or when flu and cold germs are circulating.

Sick Child, Illnesses & Exclusion Policy

At **Total Tots** we promote the good health of all children attending including oral health 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 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.
- Protects them and the wider society from communicable diseases.
- Sharing information from the Department of Health that all children aged 6 months – 5 years should take a daily vitamin.
- Having areas for rest and sleep, where required and sharing information about the importance of sleep and how many hours young children should be having.

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 nursery 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 with their key person (wearing PPE), wherever possible
- 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 nursery⁴.
- 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 that 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 ask parents to keep children on antibiotics at home for the first 24 hours of the course (unless this is part of an ongoing care plan to treat individual medical conditions e.g. asthma and the child is not unwell) This is because it is important that children are not subjected to the rigours of the nursery day, which requires socialising with other children and being part of a group setting, when they have first become ill and require a course of antibiotics
- 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 information and posters about head lice readily available, 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.

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

In the case of an emergency

The nursery manager/staff member must:

- Inform a member of the management team immediately.
- Call 999 for an ambulance immediately if the illness is severe. DO NOT attempt to transport the unwell child in your own vehicle.
- Follow the instructions from the 999-call handler.
- Whilst waiting for the ambulance, a member of staff must contact the parent(s) and arrange to meet them at the hospital.
- 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.
- 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.
- 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.

Sickness Exclusion Periods - Total Tots follow the 'Guidance on Infection Control in Schools and Other Childcare Settings' set by the Health Protection Agency. This is displayed on the Parents Notice Board or can be found online at:

<http://www.hpa.org.uk/Topics/InfectiousDiseases/InfectionsAZ/SchoolsGuidanceOnInfectionControl/>

Extra precautions are taken with:

Hand, Foot and Mouth – a minimum of 24 hours off nursery

Chickenpox- until the spots are healed.

Conjunctivitis -at the discretion the managers based on the severity and number of cases with nursery.

Illness - Parents are asked to keep their children at home if they have any infection and to inform the nursery of its nature, this will allow nursery to alert other parents as necessary. Parents are asked not to bring into nursery any child who has been **vomiting or had diarrhoea, until at least 48 hours** has elapsed since the last, even if the child seems well. If the children of staff are unwell, the children will not accompany their parents in nursery.

Open sores, whether adult or child, will be covered with a dressing.

If a child is prescribed medication the following procedure will be followed:

- If your child is given prescribed medication (antibiotics) we ask for your child to be given the **first 24hrs of prescribed medication at home.**
- If possible, the child's parent will administer the medicine, the medicine must be stored in the original container, clearly labelled with the child's name and date prescribed. Nursery will only administer **one dose of antibiotics** with their nursery day.

Sick child - It is the nursery policy to encourage and promote good health and hygiene for all the children in our care. This includes monitoring the children for signs and symptoms of communicable diseases such as chicken pox, measles, mumps, rubella, meningitis, hepatitis, diarrhoea, vomiting and fevers of 101 F/38 C or over.

If a child becomes unwell, whilst at nursery and needs to be kept away from other children, but no-one can be contacted to collect the child, then one member of staff will sit in a room with the child with an observational window, or in a corner of a room, so they are in view of other staff.

We aim to:

- Inform parents/carers of any current health issues and illnesses in the setting.
- Educate parents/carers on the signs and symptoms of childhood illnesses.
- Inform parents/carers of the importance of health promotion and how to prevent illnesses (parents notice board and newsletters)

Medication Policy

At Total Tots we promote the good health of children attending nursery and take necessary steps to prevent the spread of infection (*see sickness and illness policy*). 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 to the person named on the bottle for the dosage stated.
- Medicines must be in their original containers.
- 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:
- 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.
- The dosage on the written permission is the only dosage that will be administered. 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.
- 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 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 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

- The nursery will only administer non-prescription medication (CALPOL - 1 DOSAGE). 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.
- 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 (CALPOL)

- An emergency nursery supply of fever relief (e.g. Calpol) 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, e.g. for an increase in temperature the nursery will remove clothing, use fanning, tepid cooling with a wet flannel. The child will be closely monitored until the parents collect the child.
- For any non-prescription cream for skin conditions e.g. Sudo cream, 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.

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. (stored in a locked fridge/cabinet in nursery office) Any antibiotics requiring refrigeration must be kept in the office fridge inaccessible to 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.

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.

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 too unwell to 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 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 person's locker/separate locked container in the staff room or nursery room where staff may need easy access to the medication such as an asthma inhaler. In all cases it must be stored out of reach of the children. It must not be kept in the first aid box and should be labelled with the name of the member of staff.

Medication Consent Form

Child's Full Name _____ D.O. B _____ Current Age _____

Times & Dosage Requirements: Name of Medication _____

Prescription Date _____ Expiry Date _____

Has it been 24 hours since the medication was 1st prescribed & administered? Yes/no

Last dosage administered at _____ dosage amount administered _____ ml.

Dosage amount _____ time to be administered _____

(Practitioner) I _____ have checked the medication/prescription label, confirming they correspond with the information stated on the prescribed medication.

As the primary caregiver of the referenced child, I authorize the administration of the specified medication at the designated times.

I hereby affirm that the medication was prescribed by the child's general practitioner, and that the child has received the first 24 hours of medication at home.

Parents/carers Signature _____ Parents/carers Name _____

Date ____/____/____

Date	Administered Time	Dosage	Administered By	Parent Confirmation

It is parental/carers responsibility to collect and sign for your medication at the end of each day.

Immunisation

At Total Tots we expect that children are vaccinated in accordance with the government's health policy and their age. We ask that parents inform us if their children are not vaccinated so that we can manage any risks to their own child or other children/staff/parents in the best way possible. The nursery manager must be aware of any children who are not vaccinated within the nursery in accordance with their age.

We make all parents aware that some children may not be vaccinated in the nursery, due to their age, medical reasons or parental choice. Our nursery does not discriminate against children who have not received their immunisations and will not disclose individual details to other parents. However, we will share the risks of infection if children have not had immunisations and ask parents to sign a disclaimer.

We record, or encourage parents to record, information about immunisations on children's registration documents and we update this information as and when necessary, including when the child reaches the age for the appropriate immunisations.

Emergency information

We keep emergency information for every child and update it every six months with regular reminders to parents in newsletters, at parents' evenings and a reminder notice on the Parent Information Board.

Staff vaccinations policy

It is the responsibility of all staff to ensure they keep up to date with their vaccinations, as recommended by the NHS vaccination schedule and keep the nursery informed.

If a member of staff is unsure as to whether they are up to date, then we recommend that they visit their GP or practice nurse for their own good health.

Head Lice Policy

Head lice can affect people from any socio-economic background and ethnicity and does not imply lack of hygiene or cleanliness of the infested person.

In order to try and prevent other children becoming infected we have the following procedures in places.

- No child will be excluded from Total Tots because they have head lice.
- We request that all children with long hair wear their hair up to prevent the spread of head lice.
- We request that parents check their children's hair once a week with a special head lice comb to aid early detection.
- Please inform the nursery immediately if you discover that your child has head lice, so we can notify other parent's, confidentiality will be respected.
- We advise parents to seek effective treatment from their pharmacist.
- If children are showing signs and symptoms of head lice such as an itchy scalp or live lice are observed. Parents will be informed and strongly advised to check & treat the whole family.

Safeguarding Children & Child Protection Policy

Disclaimer from Ofsted: The EYFS requires that a setting's safeguarding policy 'should be in line with the guidance and procedures of the relevant local authority'.

Statement of Intent - Our nurseries want to work in partnership with all children, parents and the community to ensure the safety of children and give them the very best start in life.

Aims

1 - Our aims are to:

- Create an environment in our setting which encourages children to develop a positive self-image, regardless of race, sex, language, religion, culture or home background.
- Help children to establish and sustain satisfying relationships within their families, with peers, and other adults.
- Encourage children to develop a sense of autonomy and independence.
- Enable children to have the self-confidence and vocabulary to resist inappropriate approaches; and work with parents to build their understanding of and commitment to the welfare of all our children.

2 - Liaisons with other bodies

- We work within the guidelines of the LANCASHIRE SAFEGUARDING PARTNERSHIP **Children's Policies and Procedures**
<https://lancshiresafeguardingpartnership.org.uk/p/safeguarding-children/childrens-policies-and-procedures>
- We notify the registration authority (OFSTED) of any incident or accident and any changes in our arrangements which will affect the wellbeing of children.
- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the nursery and social services to work well together.
- Records of the local NSPCC contacts are also kept.
- If a report is to be made to the authorities, we act within the Local Safeguarding Board guidelines in deciding whether we must inform the child's parents at the same time.

Methods

1 - Staffing and Volunteering

Named co-ordinators child protection issues are:

- | |
|--|
| <ul style="list-style-type: none">○ Louise Nolan (Company Director)○ Kara Sharpe & Sam Howse/Amy Begg (Nursery Managers, Total Tots Lancaster)○ Kirsty Liver & Lindsey Middlehurst/Sammy Mason (Nursery Managers, Total Tots Morecambe)○ Megan Knowles & Natasha Howson/Jade North (Nursery Managers, Total Tots Morecambe) |
|--|

- We provide adequate and appropriate staffing resources to meet the needs of children.
- Applicants for posts within the nursery are clearly informed 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 applicants are rejected because of information that has been disclosed, applicants have the right to know and challenge incorrect information.

- We abide by Ofsted requirements in respect of references and police checks for staff and volunteers, to ensure that no disqualified person or unfit person works at the nursery setting or has access to the children.
- All volunteers do not work unsupervised.
- We abide by the Protection of Children Act Requirements in respect of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.
- We have procedures for recording the details of visitors to the nursery setting.
- We take security steps to ensure that we have control over who comes into the nursery setting so that no unauthorised person has unsupervised access to the children. At Total Tots 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 are 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
- Human Trafficking and Modern Slavery
- 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
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2024
- Working together to safeguard children 2018
- Keeping children safe in education 2021

- 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 2021
- Prevent Duty 2015
- Domestic Abuse Act 2021

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 2023).

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.
- Support staff to notice 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 is 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. Due to the many hours of care, we are providing, staff may often be the first people to identify that there may be a problem. 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, health professionals 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 the **Lancashire children's safeguarding board**.
- 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 staff identify, minimize and manage risks while caring for children.
- 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 the local authority.

We will support children by offering reassurance, comfort and sensitive interactions. We will devise activities according to individual circumstances to enable children to develop confidence and self-esteem within their peer group and support them to learn how to keep themselves safe.

Contact telephone numbers.

Local authority children's social care team office hours 8-5 03001236720

Local authority Designated Officer (LADO) – 01772 536694

Local Authority Out of Hours Team -03001236722

NSPCC **0800 800 5000**

Ofsted 0300 123 1231

Emergency police **999**

Non-emergency police **101**

Government helpline for extremism concerns **01772209733**.

<https://lancshiresafeguardingpartnership.org.uk/>

<https://lancshiresafeguardingpartnership.org.uk/p/safeguarding-children/childrens-policies-and-procedures>

<https://panlancshirescb.proceduresonline.com/chapters/contents.html>

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 harming them 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 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.

Working Together to Safeguard Children (2023)

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 as 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. This is fabricated or induced illness or FII.

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.

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

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.

Fabricated illness

This is also a type of physical abuse. This is where a child is presented with an illness that is fabricated by the adult carer. The carer may seek out unnecessary medical treatment or investigation, the signs may include a carer exaggerating a real illness or symptoms, complete fabrication of symptoms or inducing physical illness, e.g. through poisoning, starvation, inappropriate diet. This may also be presented through false allegations of abuse or encouraging the child to appear disabled or ill to obtain unnecessary treatment or specialist support. **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.

Procedure:

- The adult should reassure the child and listen without interrupting if the child wishes to talk.
- The observed instances will be detailed in a confidential report.
- The observed instances will be reported to the nursery manager or **DSL (Designated Safeguarding Lead)**
- The matter will be referred to the local authority children's social care team (see reporting procedures).

Child sexual exploitation (CSE)

Keeping Children Safe in Education (2023) 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 following our safeguarding reporting procedures.

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. In England, The Domestic Abuse Act 2021 recognises in law, for the first time, that children are victims if they see, hear or otherwise experience the effects of domestic abuse.

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 follow our safeguarding reporting procedures.

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.

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.

Domestic Abuse / Honour Based Violence / Forced Marriages

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

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.

Modern Slavery and Child Trafficking

Please refer to our Modern Slavery and Child Trafficking 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 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 (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 have 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/carer's 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/carer 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 DSL will:

- Contact the Local Authority children's social care team to report concerns and seek advice. 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 or the NSPCC and report their concerns anonymously.

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 nursery manager or 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 on the correct Total Tots documents, supported by the nursery manager or designated safeguarding lead (DSL). This record should include:

- Child's name
- Child's address
- Age of the child and date of birth
- Date and time of the observation or the disclosure
- Exact words spoken by the child.
- Exact position and type of any injuries or marks seen (use, body, facial or hand maps)
- 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 *manager/*DSL/*supervisor, 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. 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)⁵. 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.

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 ***owner/*registered person/*DSL/*deputy manager** 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.

Parents should please inform the nursery prior to their children taking holidays or days off, and all sickness should be called into the nursery on the day, so the nursery management are able to account for a child's absence.

If a child has not arrived at nursery parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the further emergency contacts will be used to ensure all parties are safe.

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 safeguarded.

This should not stop parents taking precious time with their children but enables children's attendance to be logged so we know the child is safe.

If a child has not arrived at nursery within one hour of their normal start time the parents will be called 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 cannot be established, then we would assess if a home visit were required to establish all parties are safe. 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:

- peer observations
- annual declaration of staff suitability
- safeguarding competencies
- regular review of DBS using the online update service.

The Designated Safeguarding Leads (DSL) at the nursery are:

Westgate - Megan Knowles **Lancaster**- Kara Sharpe **Balmoral**- Kirsty Liver

We provide adequate and appropriate staffing resources to meet the needs of all children.

- Applicants for posts within the nursery are clearly informed 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.
- We give staff members, volunteers and students regular opportunities to declare changes that may affect their suitability to care for the children in supervisions/ Appraisals. This includes information about their health, medication or about changes in their home life such as child protection plans for their own children.
- This information is also stated within every member of staff's contract that all staff must inform us of any changes to their suitability.
- We use the DBS update service with staff consent to re-check staff's criminal history and suitability to work with children.
- We abide 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.
- We ensure we receive at least two written references BEFORE a new member of staff commences employment with us.
- All students will have enhanced DBS checks conducted on them before their placement starts.
- Volunteers, including students, do not work unsupervised.

- We abide by the requirements of the Safeguarding Vulnerable Groups Act 2006 and the Childcare Act 2006 in respect of any person who is disqualified from providing childcare, is dismissed from our employment, or resigns in circumstances that would otherwise have led to dismissal for reasons of child protection concern.

We have procedures for recording the details of visitors to the nursery and take security steps to ensure that we have control over who comes into the nursery so that no unauthorised person has unsupervised access to the children.

- All visitors/contractors will be supervised whilst on the premises, especially when in the areas the children use.
- As a staff team we will be fully aware of how 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.
- The Staff Behaviour Policy 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.
- All staff have access to and comply with the whistleblowing policy which will enable them to share any concerns that may arise about their colleagues in an appropriate manner.
- Signs of inappropriate staff behaviour 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.
- All staff will receive regular supervision meetings where opportunities will be made available to discuss any issues relating to individual children, child protection training and any needs for further support.
- We use peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly highlighted. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff are able to share any concerns they may have. Any concerns are raised with the designated lead and dealt with in an appropriate and timely manner.
- 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.

Extremism – the Prevent Duty

Under the Counterterrorism and Security Act 2015 we have a duty to 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).

This may be a cause for concern relating to a change in behaviour of a child or family member, comments causing concern made to a member of the team (or other persons in the setting) or actions that lead staff to be worried about the safety of a child in their care. We have a Prevent Duty and Radicalisation policy in place. Please refer to this for specific 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.

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 *nursery manager/*owner/DSL/*registered person at the earliest opportunity.

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 regular opportunities 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 which may affect their suitability to work with children.
- 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.
- Having peer on peer and manager observations in the setting to ensure that the care we provide for children is at the highest level and any areas for staff development are quickly identified. Peer observations allow us to share constructive feedback, develop practice and build trust so that staff are able to share any concerns they may have. Concerns are raised with the designated lead and dealt with in an appropriate and timely manner.
- 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 ***nursery manager/*owner/DSL/*registered person** at the earliest opportunity.

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.

Modern Slavery & Human Trafficking Policy

Legislation

The Modern Slavery Act received Royal Assent on 26 March 2015. The act consolidates slavery and trafficking offenses and introduces tougher penalties and sentencing rules.

Background

Child trafficking and modern slavery is becoming a more frequent form of child abuse. Children are recruited, moved, transported and then exploited, forced to work or are sold on.

Modern slavery is a term that covers:

- Slavery
- Servitude and forced or compulsory labour.
- Human trafficking.

Victims of modern slavery are also likely to be subjected to other types of abuse such as physical, sexual and emotional abuse. This policy should be used alongside the following policies to ensure all children, staff, parents and visitors are fully safeguarded:

- Safeguarding and child protection
- Whistleblowing
- Equality and inclusion

For an adult or child to have been a victim of human trafficking there must have been:

- *Action* (e.g. recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation)
- *Means* (threat or use of force, coercion, abduction, abuse of power or vulnerability) There does not need to be “means” for children as they are not able to give informed consent.
- *Purpose* (e.g. sexual exploitation, forced labour or domestic servitude, slavery, financial exploitation, illegal adoption, removal of organs).

Signs of abuse

Action should be taken if they appear to have some of these possible signs including under the control of someone else and reluctant to interact with others, the victim has few personal belongings and wear the same clothes every day or wear unsuitable clothes for work. The victim is not able to move around freely and is reluctant to talk to strangers or the authorities including appearing frightened, withdrawn, or show signs of physical or psychological abuse.

Procedure

When a concern is raised about slavery or trafficking then we will follow our safeguarding procedure. If the child (or adult) is at risk of immediate harm then the police will be called, otherwise the local authority will be contacted, and the referral process will be followed as per the safeguarding procedure.

If you are in the UK and suspect someone might be in slavery, you have several options:

- Call the Modern Slavery Helpline on 08000 121 700 or fill out an online form.
- Contact Crimestoppers on 0800 555 111

Contact the Police or local children social care teams.

Domestic Abuse, Honour Based Violence & Forced Marriage Policy

This policy should be read alongside our:

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

The Domestic Abuse Act 2021 defines Domestic Abuse as:

Behaviour of a person (A) towards another person (B) is “domestic abuse” if:

- *They A and B are each aged 16 or over and are personally connected to each other.*
- *The behaviour is abusive.*

Behaviour is “abusive” if it consists of any of the following:

- *Physical or sexual abuse*
- *Violent or threatening behaviour*
- *Controlling or coercive behaviour*
- *Economic abuse*
- *Psychological, emotional or other abuse and it does not matter whether the behaviour consists of a single incident or a course of conduct. “Economic abuse” means any behaviour that has a substantial adverse effect on B’s ability to: (a) Acquire, use or maintain money or other property, or (b) Obtain goods or services.*

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.

In England, The Domestic Abuse Act 2021 recognises in law, for the first time, that children are victims if they see, hear or otherwise experience the effects of domestic abuse.

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)
- 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/carer, 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/carer, 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.

Prevent Duty & Radicalisation Policy

Extremism – The Prevent Duty

The Prevent Duty - This policy is prepared using the following publications.

- DFE "The Prevent duty. Departmental advice for schools and childcare providers. June 2015"
- HM Gov. channel Guidance- Preventing vulnerable people from being drawn into terrorism. 2015

From 1 July 2015 all schools, registered early years childcare providers and registered later years childcare providers (referred to in this advice as 'childcare providers') are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies.

In order for our nursery to fulfil the Prevent duty, it is essential that our staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation is seen as part of our wider safeguarding duties and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

We aim to also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is important that we emphasise that the Prevent duty is not intended to stop pupils debating controversial issues. On the contrary, we provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

At Total Tots we can emphasise this in daily work such as assisting the children's personal, social and emotional development and understanding of the world. **If a member of staff has a concern about a particular child they should follow our normal safeguarding procedures**, including discussing with our designated safeguarding officer, who will, where deemed necessary, with children's social care.

If we have any concerns that a family are holding extreme views, or something just doesn't sit right, and we wish to seek advice we can contact **01772 412914** "Channel Officer" you may also contact **Sgt Maxine Monks** on this number, she is the Channel Co-ordinator. They are also contactable via e-mail on Channelreferrals@lancashire.pnn.police.uk This number and e-mail is manned from 7am -5pm.

The Department for Education has also dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk.

Under the Counterterrorism and Security Act 2015 we have a duty to 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).

This may be a cause for concern relating to a change in behaviour of a child, family member or adult working with the children in the setting, comments causing concern or actions that lead staff to be worried about the safety of a child in their care.

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 recognize 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

Nursery Lockdown Procedure

We will use the lock down procedure when the safety of the children and staff is at risk and we will be better placed inside the current building, with doors and windows locked and blinds/curtains drawn.

We will activate this emergency procedure in response to several 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.

In this case the staff will be notified by the following action: whistle blown - All individuals including children will remain in the area they are in, if safe to do so. If the children are outside, staff are to promptly and calmly direct children into the building, if this will not endanger them. Staff will make efforts to close and lock doors wherever safe to do so.

All individuals will keep away from the windows and doors and children will be occupied in the centre of the room, so they are not placed at risk or are able to see any situation developing outside.

The manager will ensure all children, staff and visitors are accounted for and safe before returning to the office area to keep up to date with the current situation via updates.

The manager on duty will manage the situation dependant on the situation and the information available. If the nursery is in immediate danger of an intruder, the police will be called as a matter of urgency.

In other cases where the situation has been called through by the police or local area authority, the nursery will await further instructions.

Once all clear has been given externally, the manager will issue all clear internally.

After this time the staff will try to return practice to normal 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.

Conflict Resolution with Parents/Carers Who Maybe Challenging

Total Tots believe that we have a strong partnership with our parents & carers and an open-door policy to discuss any matters arising.

In the unlikely event that a parent/carer starts to act in an aggressive or abusive way at the nursery, our policy is to:

- Direct the parent/carer away from the children and into a private area, such as the office (where appropriate)
- Ensure that a second member of staff is in attendance, where possible, whilst continuing to ensure the safe supervision of the children
- Act in a calm and professional way, ask the parent/carer to calm down and make it clear that we do not tolerate aggressive or abusive language or behaviour.
- Contact the police if the behaviour escalates.
- Once the parent/carer calms down, the member of staff will then listen to their concerns and respond appropriately.
- An incident form will be completed detailing the time, reason and action taken.
- Management will provide any support and reassurance that staff may need following the experience and seek further support where necessary.
- Management will also signpost parents to further support where applicable.
- Staff will protect the privacy of the children in our care and ensure that information regarding the incident is kept confidentially.

Child Absence Policy & Procedure

In line with EYFS STATUTORY guidance, we would ask that parents/carers: Notify your child's key worker or Nursery Manager in advance if your child is to have a planned absence from Nursery.

Please inform the Nursery of any unexpected absence of your child by the registration times, which are **9:00 AM** for morning sessions and **12:00 PM** for afternoon sessions, on the first morning of the absence.

(please leave a message on the answer-machine if necessary/ via email/ contact us through your Parent Portal app)

Lancaster (01524) 68043 Option 1

Morecambe Westgate (01524) 414577 Option 2

Morecambe Balmoral (01524) 411753 Option 3

- Please inform the office of any planned or prolonged absence.
- If we have not been notified of your child's absence a member of staff or the Manager will contact you by telephone immediately after registration as per the Emergency Contact numbers you have given. If we are unable to contact you, they will move onto the other Emergency Contacts as a matter of course. You should advise your child's other Emergency Contacts of this procedure; a record will be logged.
- In the event that staff members are unable to establish a child's whereabouts despite their best endeavours, the Child Protection Policy will be implemented by the Nursery Manager, and a Referral will be made within one week of the first date of absence. These follow-up actions will be recorded as per the Child Protection Policy

Please help us in implementing this procedure which is designed to protect children in emergency situations. Please also note that it is your responsibility to ensure that Emergency Contact numbers are up to date. Whilst attendance at Nursery is not a statutory requirement, informing staff of your child's absences will be very helpful to the smooth running of the Nursery and to effective forward planning for the children's activities. It will also be good practice for school, where similar procedures are required.

Contact Numbers

Children's Integrated Services- 03001236720

Emergency Duty Team – 0300 1236722 (out of hours)

CAF team – 01772 530 514

Whistle Blowing - 01772 532500

LADO- Tim Booth- 01772 536 694

Police Station Lancaster – 01524 63333

Early years safeguarding officer- 07909001430.

OFSTED

The National Business Unit

Piccadilly Gate, Store Street

Manchester

M1 2WD

OFSTED – Helpline-0300 123 1231

Whistle Blowing Policy

Whistleblowing is the term used when a worker passes on information concerning wrongdoing.

At **Total Tots** 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, or 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 nursery'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 and safeguarding then the nursery child protection and safeguarding children 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 **LADO**.
- 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 *nursery manager/*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 all staff may contact them if they cannot talk to anyone internally about the issues or concerns observed.

Complaints & Compliments

At **Total Tots** we believe that parents are entitled to expect courtesy and prompt, careful attention to their individual needs and wishes. We hope that at all times parents are happy with the service provided and we encourage parents to voice their appreciation to the staff concerned. We record all compliments and share these with staff.

We welcome any suggestions from parents on how we can improve our services 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 nursery.

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 nursery, they should in the first instance take it up with the child's key person or a senior member of staff/room leader.

Stage 2 -If the issue 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 nursery manager. The manager will then investigate the complaint and report back to the parent within 28 days. The manager will document the complaint fully and the actions taken in relation to it in the complaint's logbook. *Most complaints are usually resolved informally at stage 1 or 2.*

Stage 3 - If the matter is still not resolved, the nursery will hold a formal meeting between the manager, parent and a senior staff member to ensure that it is dealt with comprehensively. The nursery 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 complaint's 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 nursery's registration. It risks assesses all complaints made and may visit the nursery to carry out a full inspection where it believes requirements are not met.

A record of complaints will be kept in the nursery. The record will include the name of the complainant, the nature of the complaint, date and time complaint received, action(s) taken, result 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.

Contact details for Ofsted:

[Contact us | Ofsted](#)

Telephone: 0300 123 1231

Ofsted

Piccadilly Gate, Store Street

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