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# Accident and Incident Recording and Reporting Policy



# ACCIDENT & INCIDENT RECORDING AND REPORTING POLICY

## Policy Statement

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR), the Health & Safety Executive (HSE) and the Statutory Framework for the Early Years Foundation Stage (EYFS) for the reporting of accidents and incidents.

Child protection matters or behavioural incidents between children are not regarded as incidents for this purpose and there are separate procedures for these below.

## ACCIDENT AND INCIDENT PROCEDURES

### What is the difference between an accident and an incident?

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

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

### Dealing with Accidents or Incidents to Children

We keep written records of all accidents, incidents, or injuries to a child together with any first aid treatment given. Any event, however minor, is recorded by completion of an "Accident/ Incident Report" and the procedure is the same for both types of events as follows:

An Accident/ Incident Report is completed by the member of staff who witnessed the event.

The accident/ incident form will include the child's name, the date of the accident or incident, details of the accident or incident, the initials of the member of staff who completed the report and of the countersign practitioner who also carries out the final checks on the report before asking the parent to sign it. We will then file it away. (This is usually the Manager or Deputy Manager.

### The following information is recorded on the Accident/ Incident Form:

- Whether it is an accident or incident being reported
- Full name of child
- Date of accident or incident
- Time of accident or incident
- Name and signature of person who dealt with the accident or incident
- Description of accident or incident
- Description of care given
- Name of person who gave care (this must be a Paediatric First Aid qualified member of staff)
- Description of injury (if applicable)
- Position of the injury illustrated on the body map
- Witness signature (only if witnessed)
- Counter signature (must be a qualified practitioner)
- Signature of parent or carer

It is then that member of staff's responsibility to ensure that the parent or carer is informed about the accident or incident and the report is signed by that parent or carer on the day that the accident occurred. (The name of any other child involved in an accident or incident must remain confidential).

In the event of an Accident/ Incident Report not being signed by a parent or carer on the same day, a member of staff (usually the Manager, Deputy Manager or Room Leader) must be notified by the practitioner who dealt with the report. The staff member in charge of the session then has the overall responsibility to immediately inform the parent or carer by telephone or WhatsApp of the accident or incident, making a note of the time and date of the call on the Accident/ Incident Report.

The staff member in charge of the session must then ensure that the Accident/ Incident Report is signed by the parent or carer at the next possible opportunity.

It is the responsibility of the member of staff in charge of the session (usually the Manager, Deputy Manager or Room Leader) to check that all Accident/ Incident Reports have been accurately completed, signed appropriately on the day, and then handed into the Designated Safeguarding Lead to be filed.

Once completed and checked, Accident/ Incident Reports are handed in to be filed by a Designated Safeguarding Lead and check monthly, when checking monthly we:

- Review how many accidents or incidents happen in a month.
- What types of accidents or incidents occur.
- Identify any potential or actual hazards.
- Identify any patterns in children having a higher rate of accidents or incidents.

We regularly review the Accident/ Incident File to ensure that any issues are addressed.

## **Dealing with Accidents to Children that are not Witnessed**

**The above procedure applies but with the following change:**

- If the accident, incident, or injury has not been witnessed by a member of staff or other adult, then the member of staff dealing with the accident must gain an account of what happened from the child, and any other children, if they are able to verbalise this or communicate in any other way.
- The member of staff must record the child's account of events on the Accident/ Incident Report and clearly state that the accident was not witnessed.

## **Dealing with Existing Injuries to Children**

- An "Existing Injury" is an accident or incident that happened outside the setting that has caused and injury or the seeking of medical advice.
- An Existing Injury Report is completed by the parent or carer each time they notify a member of staff about an accident or incident which has not happened in Nursery.
- The report is signed by the parent or carer and countersigned by a qualified practitioner.

**The following information is recorded on an Existing Injury Report:**

- Whether it is an accident or incident being reported
- Full name of child
- Date of accident or incident
- Time of accident or incident
- Description of accident or incident
- Description of care given
- Description of injury (if applicable)
- Position of the injury illustrated on the body map
- Signature of parent or carer
- Counter signature (must be a qualified practitioner)

An Existing Injury form is filed in the same way as "Accident/ Incident Forms". It is the responsibility of the member of staff in charge of the session to check that all Existing Injuries/ Accident Reports have been accurately completed, signed, and filed appropriately.

## **Dealing with injuries to children that have not been notified to the setting by the parent or carer and that have not happened in the setting**

**The above procedure applies but with the following change:**

If we have not been informed of a prior accident or incident by a parent or carer and an injury is noticed during a session, the parent or carer will be notified by a member of staff at the time they notice the injury via telephone or WhatsApp.

The parent or carer will be asked to complete and sign an existing injury form by the member of staff who handed the child over.

## **Dealing with Accidents to Staff, Volunteers or Other Adults**

- We keep written records of all accidents or injuries to staff, volunteers, or other adults together with any first aid treatment given.
- The accident is recorded in the “Accident Book” by the adult who has had the accident or if this is not possible, by the First Aider on site. The Nursery Manager must also be informed.
- The Accident Book is kept in a safe and secure place, in the office. It is regularly reviewed to identify any potential or actual hazards or any other issues that need to be addressed.

## **Reporting of Accidents or Illness**

**We report the following:**

**Ofsted is notified as soon as possible, but at least within 14 days of any instances which involve:**

- food poisoning affecting two or more children looked after on our premises.
- a serious accident or injury to, or serious illness of, a child in our care and the action we take in response, and the death of a child in our care.
- Local child protection agencies are informed of any serious accident, illness, or injury to, or the death of any child while in our care and we act on any advice given by those agencies.
- The local Environmental Health Department is informed of any food poisoning affecting two or more children or adults on our premises.
- We meet our legal requirements in respect of the safety of our employee and the public by complying with RIDDOR. We report to the Health and Safety Executive (HSE):
- Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
- Any work-related accident leading to a specified injury to one of our employees.
- Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns, or amputations.
- Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days.
- All work-related injuries that lead to one of our employees being incapacitated for three or more days are recorded in our “Accident Book”.
- When one of our employees suffers from a reportable occupational disease or illness as specified by the HSE.
- Any death, of a child or adult, that occurs in connection with a work-related accident.

## **INCIDENTS to ADULTS and DANGEROUS OCCURRENCES**

### **Dealing with Incidents to Adults and Dangerous Occurrences**

- We meet our legal requirements for the health and safety of all adults and children by following the RIDDOR guidelines and reporting any incidents and dangerous occurrences to the HSE (and any other appropriate professional bodies).
- An incident may be an event that causes injury or fatalities or an event that does not cause injury but could have done so, such as a gas leak.

**Any dangerous occurrence is recorded in our “Incident form”**

- We have ready access to telephone numbers for emergency services should an incident occur. For areas of the premises, we are responsible for, we have contact numbers for suitable services such as gas and electric emergency services.
- On discovery of an incident, we report it to the appropriate emergency services – fire, police, and ambulance – if those services are needed.
- If an incident occurs before any children arrive, we risk assess this situation and decide if the premises are safe to receive children. We may decide to offer a limited service or to close the setting.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises, we follow the procedures in our Emergency Evacuation Procedure.
- If a crime may have been committed, we ask all adults who witness the incident to make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.

## **Incident Folder**

We keep an “Incident Folder” for recording all of the incidents and dangerous occurrences detailed below, including those that are reportable to the HSE as above.

- In the Incident Folder, the Nursery Manager ensures that we record the date and time of the incident, the nature of the event, who was affected and how it was dealt with.
- If the incident is reported to the police, we make a note of the crime reference number. Any follow up or insurance claim made is also recorded.
- The Incident Folder is not for recording issues of concern involving a child. This is recorded in the child’s Personal File in the safeguarding Folder.

## **Break in, burglary, theft of personal or setting property**

- In the event of finding there has been a break in, burglary or theft at Nursery, the Nursery Manager should be informed immediately either in person (or by phone if she is not working). In the event that the Nursery Manager cannot be contacted, the Chair of the Committee should be informed.
- Anything that may be deemed to be evidence or unsafe should not be touched. The Manager or Chair of the Committee will inform the police.
- They will make decisions on the advice of the police about the opening or closure of the setting and will follow any procedures set out by the police.

## **Intruder gaining unauthorised access to the premises or grounds**

- If someone is acting suspiciously on the Nursery grounds or premises, this must be immediately reported to the Nursery Manager, or in her absence the Deputy Manager or Room Leader.
- All children should be brought inside the Nursery building straightaway and with all doors being shut.
- If the person appears to be a threat to the staff or children, all doors should be locked, and windows shut
- Children must be kept calm and where possible, must not be made aware of the situation.
- Staff must act calmly and discreetly.
- The safety of the children, staff and other adults is paramount. Observations must be reported to the Nursery Manager before an intruder is confronted.
- If the Nursery and those in our care are under threat, the Nursery Manager will contact the police and take advice from them before any children or staff are released from the building.

After the incident, the Nursery Manager will take advice from the police and Chair of the Committee before releasing any information to the parents.

## **Fire, gas leak or electrical failure**

- In the event of discovering a fire, the fire evacuation procedure should be followed. If a gas leak is suspected, this must be immediately reported to the Nursery Manager, or in her absence the Deputy Manager or the Room Leader who will call the national emergency number 0800 111 999.
- All children, staff and other adults should immediately leave the building and remain in the outdoor area until the building is declared safe by the gas distributor.
- All doors and windows should be opened. Electrical switches should not be turned on or off – including light switches and doorbells.
- Make sure that the gas supply to an appliance has not been left on or that the pilot light on the boiler has not gone out. Turn off the gas supply at the meter if you know how to.
- If an electrical failure occurs, this must be immediately reported to the Nursery Manager, or in her absence the Deputy Manager or the Room Leader.
- They will contact the electricity distributor to inform them of the failure and find out when the supply can be restored. The Nursery Manager will decide whether the setting can remain open without an electricity supply.

## **Attack on an adult or child on our premises or nearby**

- This must immediately be reported to the Nursery Manager, or in her absence the Deputy Manager or The Room Leader. They will call the police, ensure any first aid is provided and contact the emergency medical services. The Chair of the Committee should be informed as soon as possible.
- The safety of the children, staff and other adults must be secured. Children should be appropriately looked after, moved to a safe part of the building, and kept calm. If necessary, parents should be called in to take their children home early.
- Adults should remember that it is best not to antagonise the situation or retaliate in any way.
- It is important to try and diffuse the situation and retreat to safety.

## **Any racist incident involving staff or family on the premises**

- A racist incident is any incident which is perceived to be racist by the victim or any other person. If such an incident occurs, this must be immediately reported to the Nursery Manager, or in her absence the Deputy Manager or the Room Leader They will call the police and follow their advice as appropriate.

## **Death of a child or adult on the premises**

**In the event of a death at Nursery, the Nursery Manager, or in her absence the Deputy Manager or the Room Leader, will ensure that the following steps are taken:**

- The police are immediately informed.
- The parent is informed.
- The other children at the Nursery are appropriately looked after and kept calm.
- Parents will be called to collect children as soon as possible.
- Additional staff will be called in to help look after the children if necessary.
- The Chair of the Committee will be contacted as soon as possible.
- A member of the committee will join the staff as soon as they are able.
- Ofsted will be contacted as soon as possible but within 14 days from the death of a child or adult.

## **A terrorist attack or the threat of one**

- If information is received about the threat of a terrorist attack in the vicinity of the Nursery, this must be immediately reported to the Nursery Manager, or in her absence the Deputy Manager or the Room Leader They will then call the police and follow the guidance based on advice given to them from the police.

- The safety of the children, staff and other adults is paramount. If the Nursery and those in our care are under threat, the Nursery Manager will contact the police and take advice from them before any children or staff are released from the building.
- Children must be kept calm and where possible, must not be made aware of the situation. Staff must act calmly and discreetly.

After the incident, the Nursery Manager will take advice from the police and Chair of the Committee before releasing any information to the parents.

## **A notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises**

### **Accidents and emergency treatment**

**Person responsible for checking and stocking first aid boxes is: Jamie-Leigh Wray**

The setting provides care for children and promotes health by ensuring emergency and first aid treatment is given as required.

- Parents' consent to emergency medical treatment given to their child on the registration form.
- At least one person who has a current paediatric first aid certificate is on the premises and available at all times when children are present, who regularly update their training; First Aid certificates are renewed at least every three years.
- All members of staff know the location of First Aid boxes, the contents of which are in line with St John's Ambulance recommendations as follows:
- 20 individually wrapped sterile plasters (assorted sizes)
- 2 sterile eye pads
- 4 individually wrapped triangular bandages (preferably sterile)
- 6 safety pins
- 2 large, individually wrapped, sterile, un-medicated wound dressings
- 6 medium, individually wrapped, sterile, un-medicated wound dressings
- a pair of disposable gloves
- adhesive tape
- a plastic face shield (optional)
- No other item is stored in a First Aid box.
- Vinyl single use gloves are also kept near to (not in) the box, as well as a thermometer.
- There is a named person in the setting who is responsible for checking and replenishing the First Aid Box contents.
- For minor injuries and accidents, First Aid treatment is given by a qualified first aider; the event is recorded in the setting's Accident Record book. Parents may have a photocopy of the accident form on request.
- In the event of minor injuries or accidents, parents are normally informed when they collect their child, unless the child is unduly upset, or members of staff have any concerns about the injury. In which case they will contact the parent for clarification of what they would like to do, i.e. collect the child, or take them home and seek further advice from NHS 111.
- If the child receives a bumped head the key worker is to contact the parents as soon as possible to inform parents of the head bumped and parent to sign the head bumped form at collection.

## Serious accidents or injuries

- An ambulance is called for children requiring emergency treatment.
- First aid is given until the ambulance arrives on scene. If at any point it is suspected that the child has died. Death of a child on site procedure is implemented and the police are called immediately.
- The registration form is taken to the hospital with the child.
- Parents or carers are contacted and informed of what has happened and where their child is being taken to.
- The setting managers arranges for a taxi to take the child and carer to hospital for further checks, if deemed to be necessary.

## Recording and reporting

- In the event of a serious accident, injury, or serious illness, the designated person notifies the chair of the Committee using the Confidential safeguarding incident report form as soon as possible.
- The Committee are consulted before a RIDDOR report is filed.
- If required, a RIDDOR form is completed; one copy is sent to the parent, one for the child's file and one for the local authority Health and Safety Officer.
- The committee are notified by the setting manager of any serious accident or injury to, or serious illness of, or the death of, any child whilst in their care in order to be able to notify Ofsted and any advice given will be acted upon. Notification to Ofsted is made as soon as is reasonably practicable and always within 14 days of the incident occurring. The designated person will, after consultation with the trustees, inform local child protection agencies of these events.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Administration of medicine



## Administration of medicine

Key persons are responsible for administering medication to their key children; ensuring consent forms are completed, medicines stored correctly, and records kept.

Administering medicines during the child's session will only be done if necessary.

If a child has not been given a prescription medicine before, it is advised that parents keep them at home for 48 hours to ensure no adverse effect, and to give it time to take effect. The setting managers must check the insurance policy document to be clear about what conditions must be reported to the insurance provider.

### Consent for administering medication

- Only a person with parental responsibility (PR), or a foster carer may give consent. A childminder, grandparent, parent's partner who does not have PR, cannot give consent.
- When bringing in medicine, the parent informs their key person/back up key person, or room leader if the key person is not available. The setting manager should also be informed.

*The key person is responsible for completing the medical consent form with the parents.*

- Staff who receive the medication, check it is in date and prescribed specifically for the current condition. It must be in the original container (not decanted into a separate bottle). It must be labelled with the child's name and original pharmacist's label.
- Medication dispensed by a hospital pharmacy will not have the child's details on the label but should have a dispensing label. Staff must check with parents and record the circumstance of the events and hospital instructions as relayed to them by the parents.
- Members of staff who receive the medication ask the parent to sign a consent form stating the following information. No medication is given without these details:
  - full name of child and date of birth
  - name of medication and strength
  - who prescribed it
  - dosage to be given
  - how the medication should be stored and expiry date
  - a note of any possible side effects that may be expected
  - signature and printed name of parent and date

### Storage of medicines

All medicines are stored safely. Refrigerated medication is stored separately or clearly labelled in the milk kitchen fridge, or in a marked box in the main kitchen fridge.

*Medication is stored in either the Art kitchen or the main kitchen depending on which room the child is attending. Both kitchens are locked. If the medication is in the art kitchen the medication will be stored on the top shelf of the bookcase (Unless it needs to be kept in the fridge, then it will be stored in the kitchen fridge). If the medication is stored in the main kitchen, it will be stored on top of the white fridge.*

- The key person is responsible for ensuring medicine is handed back at the end of the day to the parent.
- For some conditions, medication for an individual child may be kept at the setting. A Healthcare plan form must be completed. Key persons check that it is in date and return any out-of-date medication to the parent.

- Parents do not access where medication is stored, to reduce the possibility of a mix-up with medication for another child, or staff not knowing there has been a change.

## Record of administering medicines

A record of medicines administered is kept in the room that the child is in near to the medicine cabinet or in the child's group room, or in the setting manager's office.

*Medical records are completed and store in the child's personal file and in folders held in the kitchen closest to the room the child attends. All staff are informed in the next planning and staff meetings held.*

The medicine record book records:

- name of child
- name and strength of medication
- the date and time of dose
- dose given and method
- signed by key person/setting manager
- verified by parent signature at the end of the day

A witness signs the medicine record book to verify that they have witnessed medication being given correctly according to the procedures here.

- No child may self-administer. If children are capable of understanding when they need medication, e.g. for asthma, they are encouraged to tell their key person what they need. This does not replace staff vigilance in knowing and responding.
- The medication records are monitored to look at the frequency of medication being given. For example, a high incidence of antibiotics being prescribed for a number of children at similar times may indicate a need for better infection control.

## Children with long term medical conditions requiring ongoing medication

- A risk assessment is carried out for children that require ongoing medication. This is the responsibility of the setting manager and key person. Other medical or social care personnel may be involved in the risk assessment.
- Parents contribute to the risk assessment. They are shown around the setting, understand routines and activities and discuss any risk factor for their child.
- For some medical conditions, key staff will require basic training to understand it and know how medication is administered. Training needs is part of the risk assessment.
- Risk assessment includes any activity that may give cause for concern regarding an individual child's health needs.
- Risk assessment also includes arrangements for medicines on outings; advice from the child's GP's is sought, if necessary, where there are concerns.
- A Health care plan form is completed fully with the parent; outlining the key person's role and what information is shared with other staff who care for the child.
- The plan is reviewed every six months (more if needed). This includes reviewing the medication, for example, changes to the medication or the dosage, any side effects noted etc.

## Managing medicines on trips and outings

- Children are accompanied by their key person, or other staff member who is fully informed about their needs and medication.
- Medication is taken in a plastic box labelled with the child's name, name of medication, copy of the consent form and a card to record administration, with details as above.
- The card is later stapled to the medicine record book and the parent signs it.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic box clearly labelled as above.

## Staff taking medication

Staff taking medication must inform their manager. The medication must be stored securely in staff lockers or a secure area away from the children. The manager must be made aware of any indications for the medicine so that they can risk assess and take appropriate action as required.

## Life-saving medication and invasive treatments

Life-saving medication and invasive treatments may include adrenaline injections (EpiPens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc) or invasive treatment such as rectal administration of Diazepam (for epilepsy).

- The key person responsible for the intimate care of children who require life-saving medication or invasive treatment will undertake their duties in a professional manner having due regard to the procedures listed above.
- The child's welfare is paramount, and their experience of intimate and personal care should be positive. Every child is treated as an individual and care is given gently and sensitively; no child should be attended to in a way that causes distress or pain.
- The key person works in close partnership with parents/carers and other professionals to share information and provide continuity of care.
- Children with complex and/or long-term health conditions have a health care plan in place which takes into account the principles and best practice guidance given here.
- Key persons have appropriate training for administration of treatment and are aware of infection control best practice, for example, using personal protective equipment (PPE).
- Key persons speak directly to the child, explaining what they are doing as appropriate to the child's age and level of comprehension.
- Children's right to privacy and modesty is respected. Another practitioner is usually present during the process.

## Record keeping

For a child who requires invasive treatment the following must be in place from the outset:

- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered
- written consent from parents allowing members of staff to administer medication
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse
- a healthcare plan

Copies of all letters relating to these children must be sent to the insurance provider for appraisal. Confirmation will then be issued in writing confirming that the insurance has been extended. A record is made in the medication record book of the intimate/invasive treatment each time it is given.

## Physiotherapy

- Children who require physiotherapy whilst attending the setting should have this carried out by a trained physiotherapist.
- If it is agreed in the health care plan that the key person should undertake part of the physiotherapy regime then the required technique must be demonstrated by the physiotherapist personally; written guidance must also be given and reviewed regularly. The physiotherapist should observe the practitioner applying the technique in the first instance.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Admissions Policy



## Admissions Policy

We welcome children and families from all social, cultural, and religious backgrounds. We value the diversity of family structures and lifestyles. We aim to create a rich and diverse Nursery environment to reflect the social and cultural diversity in our communities. We recognize that all children in the setting have a right to be listened to, respected, valued and protected, and we will tackle discrimination of any kind.

In consultation with parents/carers we will endeavour to accommodate all children's needs, being flexible enough to adapt to the changing needs of the child. The Nursery provides information about how children with special educational needs and disabilities (abbreviated to SEND) are supported in the Nursery. The information is published online as part of the Local Offer' and can be found on our website. The Local Offer should provide all the information parents need to support their children and make decisions about their care and education.

Essex Local offer can be viewed at: [Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

We are flexible about attendance patterns and payment in order to accommodate the needs of individual children and families. However, it is a requirement that children attend a minimum of two sessions per week over two days, to make it easier for them to settle well within the Nursery, and to enable their key person to observe and plan for the child. Any requests to reduce hours or to leave the Nursery setting must be made 4 term-time weeks in advance, and in writing or by e-mail. Failure to do this will result in you being charged for these hours for 4 weeks, or the preschool retaining 4 weeks' worth of funding, whichever is applicable.

We make our Equal Opportunities Policy available to all. A copy can be viewed online at:

<https://www.busy-beeschildcare.co.uk>

There are two introductory sessions exclusively for new children and their parents/carers prior to their start date when they can explore the setting, play, and meet their key person, as well as a home visit from the room leader and a key worker.

## REGISTRATION

- Parents may register their child with the Nursery at any time but should be aware that: Priority is given to those children due to start primary school in the next academic year, until their year group is full, and then the following school year will be prioritised.
- The Nursery committee may exercise their discretion and agree to an admission if parents/carers can demonstrate there are exceptional reasons for their child attending the setting over another applicant.

We will ensure

- The data you provide will be retained until we can give you a decision regarding a place. You have the right to request your data be removed from our waiting list at any time, and the Nursery will not share waiting list data with any third party.

DELAYED RECEPTION CLASS ADMISSION: if you are going to delay your child's admission to reception class, you must notify the Nursery by the end of February (in the year he/she was due to start school). For further information about delayed entry, please read the guidance online at Essex County Council:

[Primary-Education-West-Policy-Directory-2024-2025.pdf \(essex.gov.uk\)](#)

## ADMISSIONS ARE PRIORITISED AS FOLLOWS:

### 1. Vulnerable Children.

- A child in public care/looked-after child
- Children of families with confirmed refugee status

- Children of families who are known to be working with Children’s Social Care. Evidence needs to be present at the time places are being allocated.
- Children with a medical condition, disability, or special educational need which can be confirmed by child’s general practitioner, health visitor or specialist details must accompany the initial application.
- Children where one or both parents have a disability which would make travel to a different Nursery difficult. Evidence from a registered health professional such as a doctor or social worker will be required. Details of this must accompany the initial application.
- Children otherwise identified as vulnerable by the preschool

## 2. Siblings

- Siblings of children who are attending, or have previously attended the Nursery, and siblings of children currently attending Busy Bees Childcare Centre. Sibling refers to brother or sister, half-brother, or sister, adopted brother or sister, stepbrother or sister, or the child of the parent/carer’s partner where the child for whom the nursery place is sought is living in the same family unit at the same address as that sibling.

## 3. Date of registration with the Nursery.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory (e.g. chair, director, or owner)

\_\_\_\_\_

# Allergies and Food Intolerances Policy



## Allergies and Food Intolerances Policy

Children with allergies and food intolerances must be closely supervised at all times. All staff, especially new staff and bank staff must be made aware of any allergies and of appropriate action to take. Food allergies and intolerances are updated half-termly or when a child's allergy changes, or a new child starts with an allergy. It is the Room Leaders duty to ensure that all educators in their room are aware of any changes to children's requirements.

Meetings will be held with parents/ carers prior to the child starting at Busy Bees Childcare Centre to obtain detailed information of individual dietary needs, daily routines, signs and symptoms and any required medical treatment. Unless this information is obtained the child's attendance at the setting will be delayed. We will complete a written care plan in place for any child with severe symptoms and this is reviewed and updated regularly.

There must be a list of children and their allergies/ intolerance displayed in each room and a comprehensive list on display in the kitchen. This information must be clearly displayed, and a signed parental agreement is required.

In cases where a reaction may be severe, there should be a designated qualified educator who can attend to that child's dietary needs using colour-coded utensils and crockery. All educators must be aware of this as well as the reasons why. A written record of all that the child consumes must be kept and relayed back to the parent/carer on collection of the child.

All cases should be discussed with the child's parent's/carers to ensure that everybody is working together in a way that benefits the child.

The manager must seek regular updates from the parent/carer to ascertain that everybody is continuing to follow correct procedures.

All educators must be aware of the emergency procedure for each child as well as symptoms and administration of any medication.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Animals in the setting policy



# Animals in the Setting

## POLICY STATEMENT:

Children learn about the natural world, its animals, and other living creatures, as part of the Early Years Foundation Stage curriculum. This may include contact with animals, or other living creatures, either in the setting or on visits. We aim to ensure that this is in accordance with sensible hygiene and safety controls.

## PROCEDURES:

Animals in the setting as pets

- We take account of the views and health needs (e.g., allergies) of parents and children when choosing an animal or creature to keep as a pet in the setting, either permanently or on a temporary basis.
- We carry out a risk assessment with a knowledgeable person accounting for any hygiene or safety risks posed by the animal or creature.
- We provide suitable housing for the animal or creature and ensure this is cleaned out regularly and is kept safely.
- We ensure the correct food is offered at the right times.
- We make arrangements for weekend and holiday care for the animal or creature.
- We register with the local vet and take out appropriate pet care health insurance if this would be applicable for the type of animal or creature which has been chosen.
- We make sure all vaccinations and other regular health measures, such as de-worming, are up to date and recorded.
- Children are taught correct handling and care of the animal or creature and are supervised.
- Children wash their hands after handling the animal or creature and do not have contact with animal soil or soiled bedding.
- Staff wear disposable gloves when cleaning housing or handling soiled bedding.
- If animals or creatures are brought in by visitors to show the children, they are the responsibility of the owner.
- The owner carries out a risk assessment, detailing how the animal or creature is to be handled and how any safety or hygiene issues will be addressed.

## Visits to Farms

- Before a visit to a farm a risk assessment is carried out – this may take account of safety factors listed in the farm's own risk assessment which should be viewed.
- The outings procedure is followed.
- Children wash their hands after contact with animals.
- Outdoor footwear worn to visit farms are cleaned of mud and debris and should not be worn indoors.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Anti bullying and Harassment policy



## Anti Bullying and Harassment Policy

Busy Bees Childcare Centre supports an environment where everyone is treated with dignity and respect. We expect everyone to make sure they behave respectfully towards others and never act in a way that could be regarded as bullying, victimisation or harassment.

**We recognise that harassment and victimisation is unlawful under the Equality Act 2010.**

As such, harassment or victimisation on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation is unacceptable and will not be tolerated.

Personal harassment takes many forms ranging from tasteless jokes and abusive remarks to pestering for sexual favours, threatening behaviour and actual physical abuse. For the purposes of this policy, it also includes bullying.

Bullying is understood to be targeted and persistent offensive, intimidating, malicious or insulting behaviour and can include the abuse or misuse of power to undermine, humiliate, denigrate or injure the recipient.

Whatever form it takes, personal harassment is always taken seriously and is totally unacceptable.

We recognise that personal harassment can exist in the workplace, as well as outside, and that this can seriously affect employees' working lives by interfering with their job performance or by creating a stressful, intimidating and unpleasant working environment.

We deplore all forms of personal harassment and seek to ensure that the working environment is sympathetic to all our employees. The aim of this policy is to inform employees of the type of behaviour that is unacceptable and provide employees who are the victims of personal harassment with a means of redress.

**This policy covers all areas of the Company's organisation.**

We recognise that we have a duty to implement this policy and all employees are expected to comply with it. We will also endeavour to review this policy at regular intervals in order to monitor its effectiveness.

### **Examples of personal harassment**

Personal harassment takes many forms and employees may not always realise that their behaviour constitutes harassment. Personal harassment is unwanted behaviour by one employee towards another and examples of harassment include:

- insensitive jokes and pranks
- lewd or abusive comments
- deliberate exclusion from conversations
- displaying abusive or offensive writing or material
- abusive, threatening or insulting words or behaviour
- name-calling
- picking on someone or setting them up to fail
- exclusion or victimisation
- undermining their contribution/position
- demanding a greater work output than is reasonably feasible
- blocking promotion or other development/advancement.

These examples are not exhaustive and disciplinary action at the appropriate level will be taken against employees committing any form of personal harassment.

#### **Examples of sexual harassment**

Sexual harassment can take place in many forms within the workplace and can go undetected for a period of time where employees do not understand that particular behaviour is classed as sexual harassment. Sexual harassment is unwanted behaviour related to sex, or of a sexual nature, by one employee towards another and examples of sexual harassment include:

- lewd or abusive comments of a sexual nature such as regarding an individual's appearance or body
- unwelcome touching of a sexual nature
- displaying sexually suggestive or sexually offensive writing or material
- asking questions of a sexual nature
- sexual propositions or advances, whether made in writing or verbally.

Sexual harassment can also take place where an employee is treated less favourably because they have rejected, or submitted to, the unwanted conduct that is related to sex or is of a sexual nature. Whether less favourable treatment occurs as a result will be examined broadly and includes areas such as blocking promotion and refusal of training opportunities or other development opportunities.

#### **Examples of victimisation**

Victimisation takes place when an employee is treated unfavourably as a direct result of raising a genuine complaint of discrimination or harassment. Furthermore, any employee who supports or assists another employee to raise a complaint is also subjected to victimisation if they are treated unfavourably.

#### **Third party harassment**

Busy Bees operates a zero tolerance policy in relation to harassment perpetrated against one of its employees by a third party, such as a client/customer or visitor to the organisation. All employees are encouraged to report any and all instances of harassment that involve a third party in line with our reporting procedure, as outlined below.

If we find that the allegation is well-founded, we will take steps we deem necessary in order to remedy this complaint. This can include, but is not limited to:

- warning the individual about the inappropriate nature of their behaviour
- banning the individual from company premises
- reporting the individual's actions to the police.

In addition to this, the Company will endeavour to take all reasonable steps to deter and prevent any form of harassment from third parties taking place.

#### **Responsibilities Employee responsibilities**

Busy Bees requires its employees to behave appropriately and professional at all times during the working day, and this may extend to events outside of working hours which are classed as work-related such as social events. Employees should not engage in discriminatory, harassing or aggressive behaviour towards any other person at any time.

Any form of harassment or victimisation may lead to disciplinary action up to and including dismissal if it is committed:

- in a work situation

- during any situation related to work, such as a social event
- against a colleague or other person connected to the employer outside of a work situation, including on social media
- against anyone outside of a work situation where the incident is relevant to their suitability to carry out the role.

You should speak to your manager about any concerns you have about this policy, so your manager can address them. You should co-operate with your manager to make sure there's no harassment or discrimination in the workplace.

A breach of this policy by will be treated as a disciplinary matter.

### **Employer responsibilities**

Busy Bees will be responsible for ensuring all members of staff, including seniors and those within management positions, understand the rules and policies relating to the prevention of harassing and bullying behaviour at work and during work-related social events. We will promote a professional and positive workplace whereby managers are alert and proactively identify areas of risk and incidents of harassment, sexual harassment and bullying.

We will also take into account aggravating factors, such as abuse of power over a more junior colleague, when deciding what disciplinary action to take.

Where an incident is witnessed, or a complaint is made under this policy, Busy Bees will take prompt action to deal with this matter. All incidents will be deemed serious and dealt within in a sensitive and confidential manner.

### **Complaining about harassment and/or bullying Informal method**

We recognise that complaints of personal harassment, and particularly of sexual harassment, can sometimes be of a sensitive or intimate nature and that it may not be appropriate for you to raise the issue through our normal grievance procedure. In these circumstances you are encouraged to raise such issues with a senior colleague of your choice (whether or not that person has a direct supervisory responsibility for you) as a confidential helper.

If you are the victim of minor harassment you should make it clear to the harasser on an informal basis that their behaviour is unwelcome and ask the harasser to stop. If you feel unable to do this verbally then you should hand a written request to the harasser, and your confidential helper can assist you in this.

### **Formal method**

Where the informal approach fails or if the harassment is more serious, you should bring the matter to the attention of your manager Rebecca Browne as a formal written grievance and again your confidential helper can assist you in this. If possible, you should keep notes of the harassment so that the

### **Written complaint can include:**

- the name of the alleged harasser
- the nature of the alleged harassment
- the dates and times when the alleged harassment occurred
- the names of any witnesses
- any action already taken by you to stop the alleged harassment.

Where it is not possible to make the formal complaint to the above named person, for example where they are the alleged harasser, we would encourage you to raise your complaint to the Chairperson of the committee for Busy Bees Childcare Centre.

On receipt of a formal complaint we will take action to separate you from the alleged harasser to enable an uninterrupted investigation to take place. This may involve a temporary transfer of the alleged harasser to another work area or suspension with contractual pay until the matter has been resolved.

On conclusion of the investigation, a report of the findings will be submitted to the manager who will hold the grievance meeting.

You will be invited to attend a meeting, at a reasonable time and location, to discuss the matter once the person hearing the grievance has had opportunity to read the report. You have the right to be accompanied at such a meeting by a colleague and you must take all reasonable steps to attend. Those involved in the investigation will be expected to act in confidence and any breach of confidence will be a disciplinary matter.

You will be able to put your case forward at the meeting and the manager will explain the outcome of the investigation. You have a right to appeal the outcome, which is to be made to the chairperson of the committee for Busy Bees Childcare Centre within 5 days of receiving the outcome.

If the decision is that the allegation is well founded, the harasser will be liable to disciplinary action in accordance with our disciplinary procedure up to and including dismissal. The Company is committed to ensuring employees are not discouraged from using this procedure and no employee will be victimised for having brought a complaint.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Attendance Policy



# Attendance Policy

## Policy Statement:

Good attendance plays a fundamental role in supporting children's educational achievement, well-being, and in keeping children safer. Establishing regular routines for young children supports the settling-in process and enhances their sense of security and belonging. Even if a child only has a part-time place, regular attendance is still crucial. Attending nursery helps children establish routines of attending school regularly and arriving on time, which can help them make a smooth, positive transition to reception.

This policy sets out the procedures in place to promote and monitor attendance at Busy Bees Childcare Centre, and the steps to be followed if a child is absent from the setting. It also explains the importance and benefits of regular attendance.

## Our Aims:

- To create a culture where good attendance and punctuality are 'normality' and valued by all.
- To value the individual and be socially and educationally inclusive.
- To be consistent in the implementation of our policy and procedures for recording and monitoring attendance.
- Work effectively with parents, children, and partners through building trusted relationships to work together to remove barriers to attendance.

## To promote good attendance at Busy Bees Childcare Centre we will:

- Convey clearly to parents and children that regular attendance and punctuality are essential and are in the child's best interest, and that unexplained absence will be investigated.
- Keep records of attendance that provide accurate information on actual attendance and lateness to enable monitoring and evaluation so that emerging patterns are addressed.
- Build on existing good practice that fosters a positive attitude to good attendance by quickly responding to children's absence, recognising, and celebrating 'good' and 'improving' attendance.
- Target attendance and lateness where there has been an issue and aim to set in place strategies and techniques to support and ensure improvement.

## Working with parents:

The setting will make its attendance policy clear to parents and children by sharing information and expectations before admission.

The systems and procedures in place to promote children's attendance and punctuality will continue to be shared with parents at a universal level through (but not exclusive to) Broadcast, emails, website, and verbally.

Manager, deputy manager, and staff will work with parents to address specific aspects of attendance or punctuality, which cause concern through discussion, and where appropriate, standardised letters will also be used where a parental response and signature are required.

## **Recognising the factors affecting attendance.**

Whilst attendance at nursery is not statutory, authorised absence is only normally granted in the following circumstances:

- Illness of the child
- Illness of siblings or parents
- Health Services Appointments
- Holidays
- Religious observance
- Emergency circumstances

Where these circumstances arise, parents should inform the nursery on the first day of absence, or before that day.

## **Monitoring attendance and punctuality**

Records of children's attendance are accurately kept and regularly monitored to identify potential problems and detect patterns.

All managers and staff are alert to signs that children who are missing might be at risk of abuse or neglect, and appropriate action is taken when children stop attending.

At Busy Bees Childcare Centre, we are aware that attendance is not statutory, but that non-attendance may indicate other concerns.

All managers and staff are particularly aware of the need to monitor groups such as children who receive two-year-old funding and those for whom we receive the Early Years Pupil Premium, as these groups are considered vulnerable families.

## **Procedures in place to record, monitor and follow up non-attendance.**

### **Daily Registration**

Registration will be completed at the start of each session within 10 minutes of the start time. Children's attendance and any lateness will be recorded.

### **Nonattendance**

If a child is absent and we are informed of the reason, it will be recorded on the child's individual absence record.

If a child is absent without an explanation, a telephone call will be made to the parents to establish the reason for the absence.

**If no contact is made, then the following process will be followed.**

- 1) A telephone call to the parents' carers will be made.
- 2) An email to parents will be sent.
- 3) Calls to other emergency contacts, including other family members listed as emergency contacts, will be made to try to establish why the child is absent.
- 4) Calls to the siblings' schools, nurseries, or childminders will be made to establish if they or the sibling can confirm the child's whereabouts.

If contact cannot be made by telephone, a home visit may be carried out, and a contact postcard will be posted through your door (see Appendix 1).

If, following this, no contact is made and there is cause for concern that the child's whereabouts remain unknown, the health visiting service, your child's GP, and Children and Families services will be contacted to ascertain whether family support may be needed. In more urgent cases, the Police may be contacted to carry out safe and well checks.

**Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.**

- In the first instance, the setting manager should discuss a child's attendance with their parents to ascertain any potential barriers, i.e., transport, working patterns, etc, and should work with the parent/s to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the setting manager must review the situation and decide if a referral to a multi-agency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

In the case of funded children, the local authority may use its discretion when absence is recurring or prolonged, taking into account the reason for the absence and its impact on the setting. The setting manager is aware of the local authority policy on reclaiming refunds when a child is absent from a setting.

**Children and Families Hub 0345 603 7627 (Monday to Thursday: 8.45 am – 5:00 pm / Friday: 8.45 am – 4:15 pm)**

**If there is an immediate risk of harm to the child, then call 999.**

**Outside office hours, call the Emergency Duty Team on 0345 606 1212.**

## Monitoring, evaluation and use of attendance and punctuality data

Children's attendance patterns will be regularly monitored and reviewed. Concerns arising from the settings monitoring activities will be discussed with the parent or carer.

Children's good and improved attendance will be celebrated in the setting through stickers and praise notes home.

Absence will also be monitored for the health and well-being of children, for example, to be aware of outbreaks of illness that need investigation or to warn parents of infections such as German measles.

Monitoring attendance and use of government-funded hours may also be passed on at the Local Authority's request.

## Funded places

Funding for two-, three-, and four-year-olds may be provided by the local authority. This is public money, and we feel that we have a duty to ensure it is used appropriately. If a place has been reserved but is being used for fewer than 75% of the booked sessions, we reserve the right to offer that place to any child on our waiting list, for example, a child who has been allocated two-year-old funding but cannot take a place because sessions are full—this way we can ensure to use the funding to its best effect.

We would discuss reasons for absence with parents before retracting the funding offer, and we will make every effort to work with them to encourage them to increase attendance. Funding would only be withdrawn as a last resort.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

## Appendix 1



Busy Bees Childcare Centre,  
Carver Barracks,  
Wimbish,  
Essex,  
CB10 2YA  
01799-523542  
07947111589  
[bees.busy@yahoo.co.uk](mailto:bees.busy@yahoo.co.uk)

Date:.....

Time:.....

Dear Parent/Carer

I/we have tried to contact you today to discuss an important matter.

Please get in touch with Rebecca Browne / Penni Purkhardt/ Sophie Payze, Manager / Deputy Manager/ Third in charge as soon as possible.

If I/we do not hear from you by .....

**We will continue to attempt to contact you and involve other agencies as we are concerned about your safety.**

Yours sincerely,

# Bad Weather Policy



# Bad Weather/Critical Incident/Closure Policy and Procedure

## Bad Weather

In the event of bad weather, the Manager and Deputy Manager will decide if the Nursery should close, based on a number of criteria:

- The Nursery premises must be warm
- The minimum staff requirement must be able to travel to the Nursery
- Roads must be deemed safe to travel on
- Pedestrian access to the Nursery must be safe

### As soon as it is decided that the Nursery will close:

- The manager will post a message on our Facebook page
- The Manager / Deputy Manager will WhatsApp message all those parents / carers who have registered on WhatsApp. A phone call will be made by the Manager, Deputy Manager or Room Leader to those for whom do not have WhatsApp.
- If it is possible to access the Nursery, then a message will be left on the answer machine
- The manager will telephone or WhatsApp staff who are due to be working on that day
- Prior to re-opening, the above criteria must be met. Staff will need to work as a team to clear/ make safe the paths / ramps up to the Nursery, this will be done by removing any snow and gritting the ramps

## Critical Incident

A critical incident means an emergency and / or unforeseen circumstance that affects the running of Busy Bees Childcare Centre and would result in either closure or major disruption to the Nursery

The aim of Busy Bees Childcare Centre is to remain open at all times unless a critical incident occurs. In such a circumstance, all staff will ensure that steps are taken to keep both children and them safe.

It is impossible for Busy Bees Childcare Centre to outline every eventuality that may constitute as a critical incident however, such incidents could include:

- Serious weather conditions
- Heating system failure
- Burst water pipes
- Discovery of dangerous structural damage
- Fire
- Bomb scare/ evacuation
- Death of a member of staff
- Serious assault on a staff member by the public
- Serious accident or illness resulting in staff to child ratio not being able to be met
- Major illness amongst staff and / or children

In the event of a critical incident the Chairperson and the Manager (or other combination of staff/Committee) will decide if the Nursery should close, based on a number of criteria:

- The Nursery premises must be safe
- The minimum staff requirement must be present at the Nursery
- The advice given by outside agencies e.g. police, medical, Health and Safety

### As soon as it is decided that the Nursery will close:

- The manager will, with the assistance of the staff, ring all parents and staff who were due to be at the Nursery on that day

- If possible, a representative will be at / near the Nursery building to advise parents / carers of the decision
- If the situation is on-going then The Manager / Deputy Manager will WhatsApp all those parents / carers who have WhatsApp. A phone call will be made by the Manager, Deputy Manager or Room Leader to those for whom do not have WhatsApp.
- If it is possible to access the Nursery, then a message will be left on the answer machine
- Staff may be expected to come to Nursery to assist matters, dependent upon the nature of the incident

## Closure

If it is decided to close the Nursery for any reason, then the procedures for critical incident will be followed.

## Fee refund

If a decision is made to close the Nursery due to extremely bad weather and the decision is taken in conjunction with the local schools, then the Nursery will not refund any session fees. If, however, the committee decide to close the Nursery due to a critical incident then the parents / carers will be refunded for the session that they have missed.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Child Absence



## Child Absence

We take steps to ensure that children are kept safe, that their wellbeing is promoted, and that they do not miss out on their entitlements and opportunities. At the very least, good attendance promotes good outcomes for children. In a small minority of cases, good attendance may also lead to early identification of more serious concerns for a child or family.

There are several reasons why a child may be absent from a setting. In most cases it is reasonable to expect that parents/carers alert the setting as soon as possible, or in the case of appointments and holidays give adequate notice. Parents are advised that they should contact the setting within one hour of the time the child would have been expected to advise of their absence. Designated safeguarding leads must also adhere to Local Safeguarding Partners (LSP) requirements, procedures and contact protocols for children who are absent or missing from the provision.

- If a child who normally attends fails to arrive and no contact has been received from their parents, the designated person, takes immediate action to contact them to seek an explanation for the absence and be assured that the child is safe and well.
- Attempts to contact the child's parents or other named carers continue throughout the day on the first day of absence.
- If no contact is made with the parents and there is no means to verify the reason for the child's absence i.e. through a named contact on the child's registration form, this is recorded as an unexplained absence on the child's personal file and is followed up by the manager each day until contact is made.
- If contact has not been made within three working days, children's services will be contacted for advice about making a referral. Other relevant services may be contacted as per LSP procedures.
- All absences are recorded on the child's personal file with the reason given for the absence, the expected duration and any follow up action taken or required with timescales.
- Absence records are retained for at least three years, or until the next Ofsted inspection following a cohort of children moving on to school.

If at any time further information comes to light that gives cause for concern, our procedure responding to safeguarding or child protection concerns is immediately followed.

## Safeguarding vulnerable children

- The designated safeguarding lead or key person attempts to contact the parents to establish why the child is absent. If contact is made and a valid reason given, the information is recorded in the child's file.
- Any relevant professionals involved with the child are informed, e.g. social worker/family support worker.
- If contact is made and the designated safeguarding lead is concerned that the child is at risk, the relevant professionals are contacted immediately. The events, conversation and follow-up actions are recorded. If contact cannot be made, the designated person contacts the relevant professionals and informs them of the situation.
- If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- If at any time information comes to light that gives cause for concern, Safeguarding children, young people, and vulnerable adults procedures are followed immediately.

## Safeguarding

- If a child misses three consecutive sessions and it has not been possible to make contact, the designated person calls Social Care and makes a referral if advised.

- If there is any cause for concern i.e. the child has a child protection plan in place or there have been previous safeguarding and welfare concerns, the designated person attempts to contact the child's parent/carer immediately. If no contact is made, the child's absence is logged on a Safeguarding incident reporting form, and Social Care are contacted immediately, and safeguarding procedures are followed.

## Poor/Irregular attendance

Whilst attendance at an early years setting is not mandatory, regular poor attendance may be indicative of safeguarding and welfare concerns that should be followed up.

- In the first instance the setting manager should discuss a child's attendance with their parents to ascertain any potential barriers i.e. transport, working patterns etc and should work with the parent/s to offer support where possible.
- If poor attendance continues and strategies to support are not having an impact, the setting manager must review the situation and decide if a referral to a multi-agency team is appropriate.
- Where there are already safeguarding and welfare concerns about a child or a child protection plan is in place, poor/irregular attendance at the setting is reported to the Social Care worker without delay.

In the case of funded children, the local authority may use their discretion, where absence is recurring or for extended periods, taking into account the reason for the absence and impact on the setting. The setting manager is aware of the local authority policy on reclaiming refunds when a child is absent from a setting.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# **Child Protection and Safeguarding Policy**



**SAFEGUARDING AND CHILD PROTECTION POLICY FOR BUSY  
BEES CHILDCARE CENTRE EARLY YEARS PROVIDER**

***APPROVED BY: Busy Bees Committee***

***DATE: November 2025***

***POLICY REVIEW DATE: November 2026***

<b>Designated Safeguarding Lead (DSL)</b>	Rebecca Browne
<b>Deputy Designated Safeguarding Lead (DDSL)</b>	Penni Purkhardt- Deputy Manager Sophie Payze- Third in charge



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<b>Appendix A</b>	<b>Children and Families Service Map and Key Contacts</b>
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## **1. Introduction**

*‘Every child deserves the best possible start in life and the support that enables them to fulfil their potential.*

*Children learn best when they are healthy, safe, and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.’*

Statutory Framework for Early Years Foundation Stage (DfE, 2025)

This policy applies to the Busy Bees Childcare Centre Management Committee, staff, parents/carers, volunteers, and the broader setting community. It forms part of the safeguarding arrangements for our setting and should be read in conjunction with the following:

- [Statutory framework for the early years foundation stage](#) (DfE, 2025);
- our Behaviour Policy, and:
- our Staff Code of Conduct
- our Attendance Policy

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in [Keeping children safe in education](#) (DfE, 2025), as:

- ☐ Providing help and support to meet the needs of children as soon as problems emerge
- ☐ Protecting children from maltreatment, whether that is within or outside the

- home, including online
- ☐ Preventing the impairment of children’s mental and physical health or development
- ☐ Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- ☐ Taking action to enable all children to have the best outcomes

We follow a whole-setting approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes, and policies. Our values must be understood and shared by all children, staff, parents/carers, volunteers, and the broader setting community. Only by working in partnership can we truly keep children safe.

Early Years providers must take all necessary steps to keep children safe and well by:

- ✓ Safeguarding children
- ✓ Ensuring the people who have contact with children are suitable
- ✓ Promoting good health
- ✓ Supporting and understanding behaviour
- ✓ Maintaining records, policies, and procedures

## **2. Statutory framework**

The government guidance in Working Together (DfE, 2023) sets out how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police, and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the [Essex Safeguarding Children Board](#) (ESCB). In Essex, the statutory partners are Essex County Council, Essex Police, and three NHS Integrated Care Boards covering the county.

Early years settings have a duty under section 40 of the Childcare Act 2006 to comply with the safeguarding and welfare requirements of the Early Years Foundation Stage, which require settings to take the necessary steps to safeguard and promote the welfare of young children.

In addition to national statutory guidance, all professionals in Essex must work in accordance with the [SET Procedures](#).

Our setting also works in accordance with the following legislation and guidance (this is not an exhaustive list):

- [Statutory framework for the early years foundation stage](#) (DfE, 2025)
- [Working Together](#) (DfE, 2023)
- [What to do if you’re worried a child is being abused](#) (HMG, 2015)

- [The Prevent Duty guidance](#) (Home Office, 2015)
- [Effective Support for Children and Families in Essex \(ESCB 2024\)](#)
- [Understanding and supporting behaviour - Safe practice for schools](#) (Essex County Council)
- [Children Act](#) (HMG, 1989)
- [Children Act](#) (HMG, 2004)
- [Childcare Act \(HMG, 2006\)](#)
- [Children and Social Work Act \( HMG, 2017\)](#)
- [Keeping children safe in education](#) (DfE, 2025)
- [Counter-Terrorism and Security Act](#) (HMG, 2015)

### **3. Roles and responsibilities -Busy Bees Childcare Centre**

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within settings and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our setting with these particular responsibilities (the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead) are shown on the cover sheet of this document. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children has a role to play.

#### **The management committee**

The management committee has strategic oversight of our safeguarding arrangements. It ensures that these arrangements operate effectively, as follows:

- we have appropriate policies in place.
- our staff receive the proper training to keep children safe, including regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.
- we have a named Designated Safeguarding Lead (DSL) who takes lead responsibility for safeguarding children, and a deputy (DDSL) to provide cover when the DSL is absent (their names are on the front page of this policy).
- all adults in our setting who work with children undergo safeguarding and child protection training at induction as appropriate, which is regularly updated.
- our setting contributes to inter-agency working, in line with statutory and local guidance.
- information is shared and stored appropriately and in accordance with statutory requirements.
- we have safer recruitment and selection procedures in place that help to deter, reject, or identify people who might abuse children.
- we meet statutory responsibilities to check adults working with children.
- we ensure volunteers are appropriately supervised in the setting, as appropriate

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

Our DSL is responsible for liaison with local statutory children's services agencies, including Essex Social Care and other agencies as required. The DSL provides support, advice, and guidance to staff on an ongoing basis, and on any specific safeguarding issues as required.

Our DSL and their deputy (DDSL) attend a child protection training course to enable them to identify, understand and respond appropriately to signs of possible abuse and neglect. They also ensure that everyone in our setting (including temporary staff, volunteers, visitors, and contractors) is aware of our child protection procedures and that they are followed at all times.

### **All staff**

Everyone in our setting has a responsibility to provide a safe environment in which our children can learn. We recognise that any child may benefit from early help and all our staff members are aware of the Essex [Early Help](#) procedures and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may need help or protection.

All staff members are aware of and follow our procedures (as set out in this policy) and are aware of how to make a request for support to Essex Social Care if there is a need to do so. Staff understand that, if they have any concerns about a child's welfare, they must act on them immediately and speak with the DSL or DDSL – they do not assume that others have taken action.

Our staff understand that children may not always feel able or know how to tell someone that they are being abused, perhaps due to their age, or because they are embarrassed, or they may not always recognise that they are being abused. We recognise there are many factors which may impact on our children's welfare and safety and we understand safeguarding in the wider context (contextual safeguarding). We also understand that abuse, neglect, and safeguarding issues are rarely 'stand-alone' events and that, in most cases, multiple issues will overlap.

Our staff will constantly reassure children who report abuse/victims of abuse that they are taken seriously and that they will be supported and kept safe. We will never make a child feel ashamed for reporting abuse, nor make them think they are causing a problem.

## **4. Types of abuse / specific safeguarding issues**

Information about abuse and harm, including examples of specific safeguarding issues, is set out below. Further information about types of abuse and harm is given in:

- [What to do if you're worried a child is being abused: Advice for practitioners](#) (HMG, 2015); and
- Keeping Children Safe in Education (DfE, 2025)

**Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. An adult or adults may abuse a child, or another child or children – the four categories of abuse are:

- **Physical** - *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/carer fabricates the symptoms of, or deliberately induces, illness in a child*
- **Emotional** - *the persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development*
- **Sexual** - *forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children*
- **Neglect** - *persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the severe impairment of the child's health or development*

### **Harmful sexual behaviour**

It is normal for some children to display sexualised behaviour towards other children as they develop. However, harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour that is displayed by children and may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour. HSB encompasses a range of behaviours, which can be displayed towards younger children, peers, older children, or adults. It is harmful to the children and young people who display it, as well as those it is directed towards.

We understand that, if a child's sexual behaviour is not developmentally appropriate or expected for their age, it is crucial to respond quickly, before the behaviour becomes harmful to that child or other children. We recognise HSB may also be a sign that a child has suffered their own trauma or abuse, and we will respond to ensure they receive the right help at the right time to address the concerning behaviour.

### **Domestic abuse**

Domestic abuse is any controlling, coercive, threatening behaviour, violence, or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can also happen between adults who are related to one another and can include physical, sexual, psychological, emotional, or financial abuse.

Being exposed to domestic abuse in childhood is child abuse and can have a significant and lasting impact. Children may experience domestic abuse directly, but they can also experience it indirectly. Either can have a profound effect on a child's behaviour, brain development, and overall well-being, and also compromise the child's basic need for safety and security.

In Essex, the [Southend, Essex and Thurrock Domestic Abuse Board \(SETDAB\)](#) is responsible for designing and implementing the Domestic Abuse Strategy. It provides advice, guidance, and resources to support work around domestic abuse.

### **Risk in the community**

We understand that safeguarding incidents and behaviours can be associated with factors outside a child's home or our setting, and that there are risks that exist in the community. All staff are aware of contextual safeguarding, and we are therefore mindful of whether wider environmental factors present in a child's life are a threat to their safety and/or welfare. We always consider relevant information when assessing any risk to a child. We will share it with other agencies when appropriate, to support a better understanding of the child and their family. This is to ensure that our children and families receive the right help at the right time.

### **Emotional wellbeing**

Children's personal, social, and emotional development (PSED) is crucial to their healthy and happy lives and is fundamental to their cognitive development. We understand that a child's positive well-being is vital and that poor well-being can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect, or exploitation. We recognise that where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence, and into adulthood.

### **Prevention of radicalisation**

Children can be vulnerable to radicalisation and extremism in the same way they are vulnerable to other safeguarding issues. Keeping Children Safe in Education (DfE, 2025) defines the following:

Extremism: the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation: refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

Terrorism: an action that endangers or causes serious violence to a person/people; causes severe property damage; or seriously interferes with or disrupts an electronic system. The use or threat must be designed to influence the government or intimidate the public, and must be made for the purpose of advancing a political, religious, or ideological cause.

The [Counter-Terrorism and Security Act](#) (HMG, 2015) placed a duty on childcare providers and schools. Under section 26 of the Act, childcare providers and schools are required, 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**.

Channel is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from an educational setting may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

### **So-called 'Honour Based Abuse'**

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast flattening.

Abuse committed in the context of preserving 'honour' often involves a broader network of family or community pressure and can include multiple perpetrators. It is essential to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

### **Female Genital Mutilation**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Information about FGM is available on the [National FGM Centre](#) website.

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical, emotional, or psychological. A lack of complete and free consent can occur when a person does not consent or cannot consent (for example, if they have a learning disability). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage.

The Forced Marriage Unit has published statutory guidance and multi-agency guidelines, which are available on the [GOV.UK](https://www.gov.uk) website. The Forced Marriage Unit can also provide advice and information: call 020 7008 0151 or email [fmufcdo.gov.uk](mailto:fmufcdo.gov.uk).

## **Breast Flattening**

Breast flattening is the process during which young pubescent girls' breasts are ironed, massaged, flattened, and/or pounded down over a period of time (sometimes years) for the breasts to disappear or delay the development of the breasts entirely. Information about breast flattening is also available on the [National FGM Centre](https://www.nationalfgmcentre.org.uk) website.

## **5. Children are potentially at greater risk of harm**

We recognise that some children may potentially be at greater risk of harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care, or previously in Care, or those requiring wellbeing support. We work with Social Care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

Our setting also understands that children with special educational needs (SEN) and/or disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. These can include:

- ☐ assumptions that indicators of possible abuse, such as behaviour, mood, and injury, relate to the child's disability, without further exploration
- ☐ that they may be more prone to peer group isolation than others
- ☐ the potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- ☐ communication difficulties in overcoming these barriers

We recognise that children with SEND may require additional help and support to ensure they are appropriately safeguarded.

## **6. Procedures**

Our setting works with key local partners to promote children's welfare and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified, and contributing to inter-agency plans that provide more support (through a Child In Need or a Child Protection plan).

All staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse. Any member of staff, volunteer, or visitor to the setting who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred, **must** report it immediately to the DSL (or, in their absence, the DDSL).

All action is taken in accordance with the following guidance:

- ☐ Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2025)
- ☐ Statutory framework for the early years foundation stage (DfE, 2025)
- ☐ Keeping Children Safe in Education (DfE, 2025)
- ☐ Working Together to Safeguard Children (DfE, 2023)
- ☐ 'Effective Support for Children and Families in Essex' (ESCB)
- ☐ PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and/or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via [Essex Effective Support](#). The setting may also seek advice from Essex Social Care or another appropriate agency if we are unsure how to respond to a concern.

Wherever possible, we will share any safeguarding concerns or an intention to refer a child to Children's Social Care with parents/carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede a criminal investigation, or where we are advised not to. If another agency needs to meet with a child in the setting, we will always seek to inform parents or carers, unless we are advised not to by that agency. On occasion, it may be necessary to consult with the Children and Families Hub and/or Essex Police for advice on when to share information with parents/carers.

All staff understand that if they continue to have concerns about a child, or feel a situation is not being addressed or is not improving, they should press for reconsideration of the case with the DSL.

If, for any reason, the DSL or DDSL is not immediately available, this will not delay the appropriate action. Safeguarding contact details are displayed in our setting to ensure that all staff members have access to urgent safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers, or regular visitors join our setting, they are informed of the safeguarding arrangements in place, the name of the DSL and DDSL, and how to share concerns with them.

## **7. Working with other partners to keep children safe**

It is the responsibility of the DSL to ensure our setting is represented at, and that a report is submitted to, any statutory meeting called for children currently at our setting or previously known to us. Where possible and appropriate, any report will be shared in advance with parent(s)

/ carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the setting has and will be prepared to contribute to the discussions.

Suppose a child is subject to Care. In that case, Child Protection or a Child in Need plan, the DSL will ensure the child is monitored regarding their attendance, emotional well-being, EYFS progress, welfare, and presentation. If the setting is part of the core group, the DSL will ensure the setting is represented, provide appropriate information, and contribute to the plan at these meetings. Any concerns about a plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless doing so would place the child at further risk of significant harm. In this case, the DSL will inform the child's key worker immediately and then record that they have done so and the actions agreed.

## **8. Training**

The DSL and DDSL undertake Level 3 safeguarding training at least every two years. The Manager and all staff receive appropriate safeguarding training at least annually, in line with ESCB expectations.

In addition, all staff and other adults working with children in our setting receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken are kept for all staff.

## **9. Information sharing and confidentiality**

Sharing information is a key part of safeguarding work, and decisions about how much information to share, with whom, and when can have a profound impact on a child's life. Effective information sharing can help to ensure that a child receives the right help at the right time and can prevent a concern from becoming more serious and difficult to address.

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

Our staff will never guarantee confidentiality to anyone (including parents/ carers or children) about a safeguarding concern, nor promise to keep a secret. In accordance with statutory requirements, if there is a child protection concern, it must be reported to the DSL or DDSL. It may require referral to and subsequent investigation by appropriate authorities.

The DSL or DDSL may share information on individual child protection cases with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

Where a child is attending another setting at the same time as ours, we may, where appropriate, link with that setting. Wherever possible, we will inform parents/carers of our intention to do this, unless doing so would place the child at further risk.

## **10. Child protection records**

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

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

Any records relating to child protection are kept on an individual child protection file for that child (which is separate from any other child file). All child protection records are stored securely and confidentially until the child transfers to another educational setting.

Where a child transfers from our setting to another setting or school, their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and addressed to the DSL at the new setting, with a return address on the envelope so they can be returned to us if they go astray. We will obtain evidence that the new setting has received the paperwork, and then destroy any copies held in our setting. Where appropriate, the DSL may also contact the new setting in advance of the child's move there, to enable planning so proper support is in place when the child arrives.

Where a child joins our setting, we will request child protection records from the previous educational setting (if applicable) and, if none are received, we will request them.

Where a child is attending another setting at the same time as ours, we will share any child protection records where appropriate and in the child's best interests. We will link with other settings when needed, and we will be transparent with parents when we do so (unless doing so would place a child at further risk of harm).

## **11. Allegations about members of the children's workforce**

We ensure all staff members (including agency staff) are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in our Staff Behaviour policy / Code of Conduct. All staff are regularly reminded of this through updates and training, and are also informed about our Whistleblowing Policy.

Keeping Children Safe in Education (DfE 2025) and the SET procedures (ESCB 2025) set out procedures for allegations against an adult working with children (in a paid or voluntary capacity). These procedures should be followed where an adult has:

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

Any concerns about an adult in our setting should be reported to the Manager or the Deputy Manager, who will then decide how to proceed. In some cases, it might not be clear whether an incident constitutes an allegation. If this is the case, it will be necessary for us to explore the concerns to establish some facts – this initial fact-finding is not an investigation; it is to clarify information and to direct our response to the concern raised.

Where an allegation against an adult in our setting is received, and it is felt that any of the above criteria apply, the SET procedures (ESCB, 2025) require this to be reported to the Duty Local Authority Designated Officer (LADO) at the Essex Workforce Allegations Team at [LADO@essex.gov.uk](mailto:LADO@essex.gov.uk). This should be done by the Manager or Deputy Manager within one working day (or sooner via 03330 139797 if **immediate safeguarding is required**). Where the concern is about the Manager, it should be reported directly to the Committee. In the event of an allegation relating to the conduct and behaviour of an agency member of staff, the LADO will liaise with the agency, following due process, to facilitate a joint investigation or enable the agency to progress it.

In accordance with the Statutory framework for the Early Years Foundation Stage (DfE, 2025), we will also inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). We will also notify Ofsted of the action taken in respect of the allegations. We will make these notifications as soon as reasonably practicable, but within 14 days of the allegations being made. We are aware that failing to comply with these requirements without a reasonable excuse is an offence.

Staffing matters are confidential, and the setting operates within a statutory Data Protection framework. We do not share information about any individual staff member with anyone other than any appropriate statutory agency.

## **12. Physical intervention and use of reasonable force**

Our Behaviour Policy sets out our approach to behaviour for all children, including those with more challenging or harmful behaviour. We recognise that some children have needs that require additional support and a more personalised approach, and we always consider all behaviour and our response to it in the context of safeguarding.

There are occasions when staff will need to have physical contact with children. These may include:

- to comfort a child in distress (*appropriate to their age and individual specific needs identified through a risk assessment*)
- to direct a child
- for curricular reasons (*for example, during physical activity, or when we are using music*)
- in an emergency, to avert danger to the child or others

The term ‘reasonable force’ covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children, such as guiding a child to safety. ‘Reasonable’ means using no more force than is needed. Our setting works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

## **13. Whistleblowing**

All members of staff and the wider setting community should be able to raise concerns about poor or unsafe practice and feel confident that any concern will be taken seriously by the leadership team. We have ‘whistleblowing’ procedures in place, which are available under the Whistleblowing Policy. However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the [NSPCC whistleblowing helpline](https://www.nspcc.org.uk/what-we-do/our-services/whistleblowing/) on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Parents / carers or others on the broader setting community with concerns can contact the NSPCC general helpline on 0808 800 5000 (24-hour helpline) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **14. Online Safety**

Technology forms part of the Statutory framework for the Early Years Foundation Stage; computer skills are key to accessing learning. All staff in our setting are aware of the risks to children online and understand that any child can be vulnerable, with vulnerability varying according to age, developmental stage, and personal circumstances. We help our children begin learning to use technology safely and stay safe online. We will engage with our parents/carers about online safety to support them in keeping their children safe at home when using technology.

### **15. Use of mobile phones**

We acknowledge that mobile phones are often the only means of contact available and can help support safeguarding arrangements in settings, including when on outings. In our setting, when mobile phones are used, this is underpinned by a risk assessment and operated within a clear framework, so everyone understands their responsibilities in ensuring phones are used safely.

We will ensure that staff's **personal** mobiles:

- are stored securely *in a lockable mobile phone cabinet, in a room where children have no access*, which has a hook eye to secure it, the mobile phones will be on silent whilst staff are on duty
- are not used to take pictures of any children attending the setting
- are not used to take photographs, videos, or audio recordings in our setting
- are not used to contact parents/carers or children except in the event of an emergency
- are not used by visitors

### **16. Use of cameras, photography and images**

Most people who take or view photographs or videos of children do so for acceptable reasons. However, due to cases of abuse of children through taking or using images, we must ensure that we have safeguards in place.

To keep our children safe, we will:

- always obtain consent from parents/carers for photographs or video recordings to be taken, used, or published (for example, on our website or displays)
- ensure only the setting's designated cameras are used when photographing or videoing children;
- ensure that children are appropriately dressed if photographs or videos are to be taken;

- ensure that children's names are not displayed alongside any photographs in a public space;
- ensure that personal devices, including cameras, mobile phones, tablets, smart watches, or other such technology, are not used to take photographs, video, or audio recordings in our setting without prior explicit written consent from the setting;
- ensure that all images are stored securely and in accordance with statutory guidance;
- ensure that, where professional photographers are used, the appropriate checks, such as those with the Disclosure and Barring Service, references, and parental consent, are obtained prior to photographs being taken.

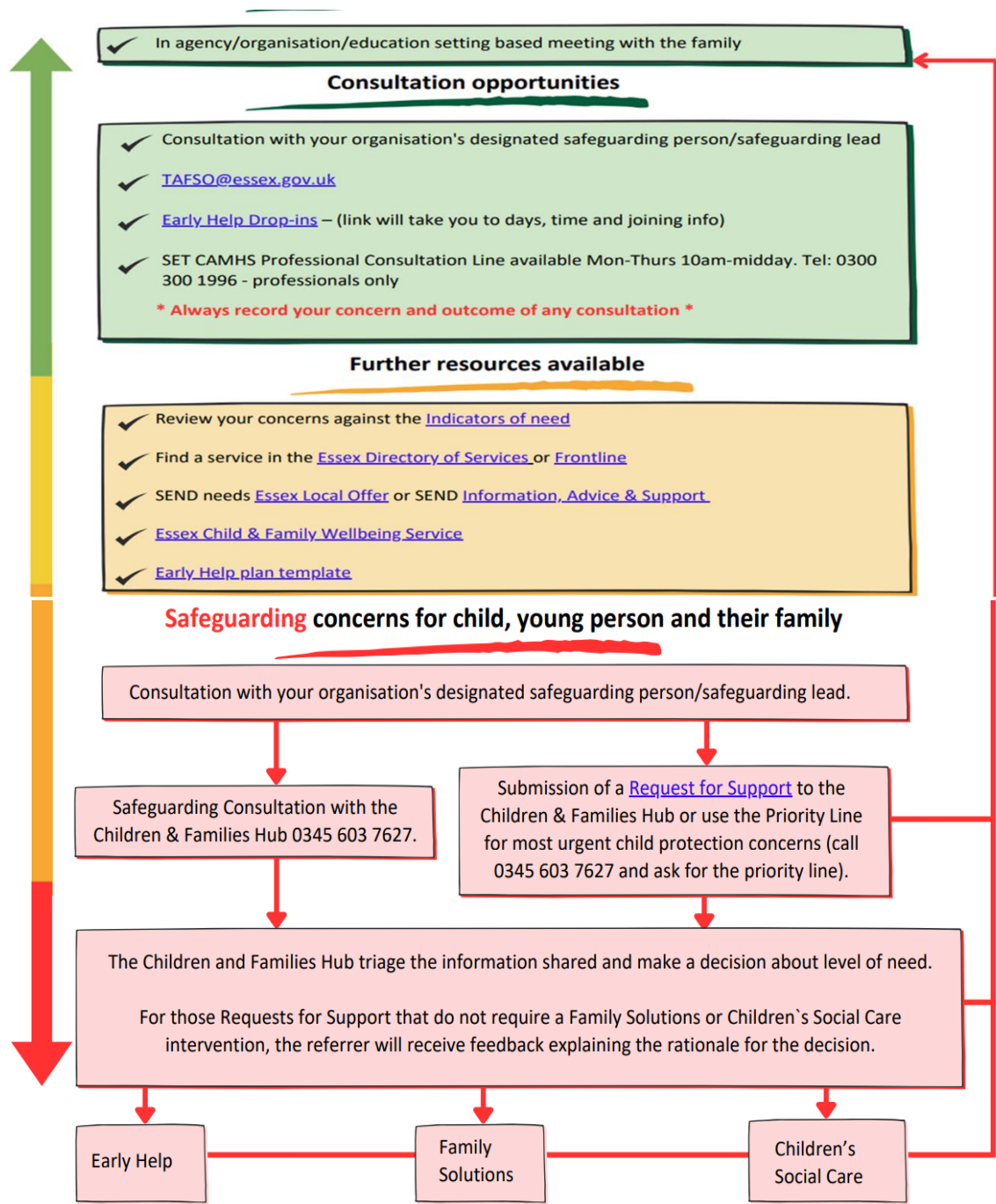
### **17. Attendance**

Whilst there is no legal requirement for children to attend a setting before the term after their fifth birthday, we understand the importance of good attendance at our setting as a protective factor and also to support the development and well-being of our children. Repeated and unexplained absence from the setting can be a concern for several reasons:

- It is a potential indicator of abuse or neglect
- It can significantly impact a child's progress and/or wellbeing

In accordance with our Attendance Policy and as part of our safeguarding and Health and Safety procedures, we keep a daily record of the names of the children being cared for on the premises and their attendance hours. This data is used to identify patterns of absence as they emerge, to ensure any concerns are identified and addressed at an early stage. We also have procedures to follow up on absence from our setting and may work with other relevant agencies when appropriate or when we have concerns about a child.

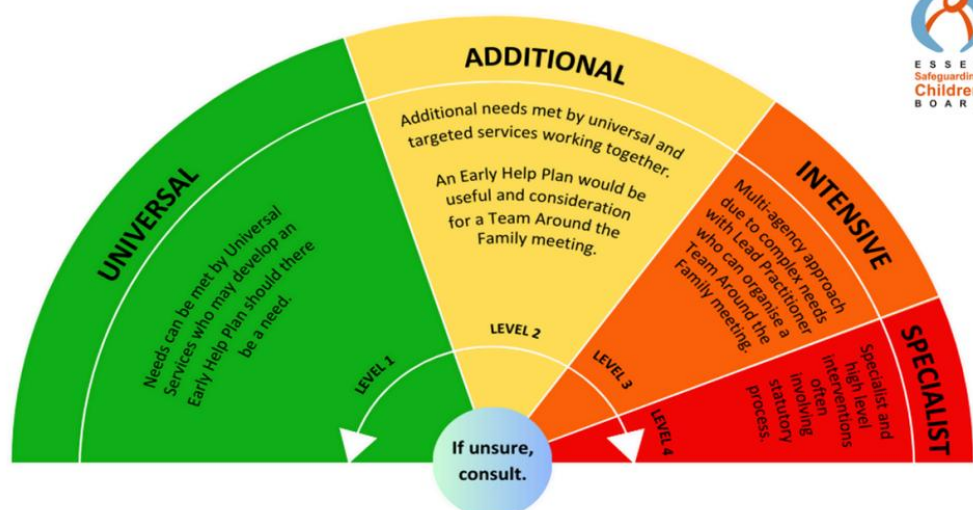
## **Appendix A: Children and Families Flow chart 2024**



## Appendix B

### Windscreen of Need and levels of intervention

#### The Effective Support Windscreen



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools and other educational settings, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions.

**Specialist** services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Essex Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.

## Appendix C: Signs and symptoms of abuse

### Signs of possible abuse

- **Physical** - children with frequent injuries, unexplained or unusual fractures / broken bones, unexplained bruises, or cuts; burns or scalds; or bite marks
- **Emotional** - children who are excessively withdrawn, fearful, or anxious about doing something wrong; parents / carers who withdraw attention from their child, giving the child the 'cold shoulder'; parents / carers blaming their problems on their child; parents / carers who humiliate their child (eg: name-calling / making negative comparisons)
- **Sexual** - children who display knowledge / interest in sexual acts inappropriate to their age; children who use sexual language / have sexual knowledge that you wouldn't expect them to have; children who ask others to behave sexually / play sexual games; children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections / underage pregnancy
- **Neglect** - children living in a home that is indisputably dirty or unsafe; children who are hungry or dirty; children without adequate clothing (eg: not having a winter coat, shoes); children living in dangerous conditions (eg: around drugs, alcohol or violence); children who are often angry, aggressive or self-harm; children who fail to receive basic health care; parents / carers who fail to seek medical treatment when their children are ill or are injured

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Closing the Nursery In an Emergency Procedure



## Closing the Nursery in an Emergency Procedure

In very exceptional cases Busy Bees Childcare Centre may need to close at very short notice due to an unexpected emergency.

Such incidents could include:

- Serious weather conditions
- Structural damage
- Fire or bomb scare
- Suspected gas leak
- Death or serious injury of a child and or a member of staff
- Serious assault on a staff member
- Serious accident or illness
- Burst pipeline
- Lack of toileting facilities
- Flu pandemic
- Covid-19

In such circumstances the manager will ensure that all staff, children, and visitors are safe. Everyone must meet at a pre-arranged meeting point where a register will be taken. The meeting point may be the same place as the assembly point used for fire drills, depending on the whereabouts of the problem.

The evacuation suitcase will also be in use.

All staff will use the emergency evacuation plan, displayed throughout the setting.

The manager will make sure that parents/ carers are informed, and necessary actions will be taken in relation to the cause of the closure.

All children will be supervised until they are safely collected.

Ofsted and all necessary agencies will be notified.

If the setting is unable to open, the staff will endeavour to contact the parents/carers to inform them of such. The staff will remain in post until directed by the manager to leave.

## Serious Weather Protection

We value the importance of outdoor play as an intrinsic part of our curriculum. The outdoor area is an extension of the indoor area where children have opportunities for doing things in different ways and on different scales. The children are given the opportunity to explore the world around them. It offers children freedom to explore, use their senses and be physically active and exuberant. We believe the outdoor environment has a positive impact on the children's sense of well-being and helps all aspects of the children's development. The curriculum guidance for the Early Years Foundation Stage (EYFS) actively promotes playing outdoors. We will provide adequate equipment to ensure that children are both safe and healthy whatever the weather to:

- enable the children to play and enjoy the inside and outside environment / facilities on a daily basis.
- We aim to provide a safe, stimulating outdoor environment where space is used effectively to enable children to:
- explore a broad balanced curriculum using a range of interesting resources suitable to their individual needs.

**In order to achieve this, we:**

- Complete a full risk assessment before the children have access to the outside area.
- Supervise children at all times whilst outside

- A member of staff is deployed on outside play throughout the session if the doors are open during sessions.
- This staff member observes the flow of children and calls for extra support when needed.
- Ensure the outdoor area is safe, secure, and well maintained
- Use the garden as a natural resource for learning and extend indoor play outside.
- We provide large equipment for physical play and ensure children have opportunities to develop their large motor skills.
- Ensure that the area offers children the opportunity to investigate and explore, problem solve, mark make, use their imagination and creativity.
- Give children the opportunity to have ownership of the garden by involving them in planning.
- Help children to care for and respect the outdoor environment, care for living things, and appreciate the natural world.
- Use tools safely and effectively and follow safety rules.
- Take into account children's interests and be responsive to their learning experiences.
- Allow children to expand on their interests, make choices and have freedom to explore.
- Encourage children to be independent and learn to tidy the equipment after use
- Give children the knowledge of all types of weather with appropriate clothing to extend their experiences.

The staff at Busy Bees will risk assess the entrance areas before the children and parents arrive and treat with the necessary equipment to minimise any slip/trip hazards.

If we have to close the setting due to bad weather (Adverse/Bad weather conditions is snow and flooding) or flu pandemic (A pandemic is a worldwide flu outbreak.) the following procedure will be put into place.

Procedure for Closing, Remaining Open and Re – Opening the setting is the decision of the committee and the manager to close the setting unless otherwise advised to by the government. The setting would close immediately if advised to by the government.

**This plan is communicated to others by the following:**

- Staff, Students, Volunteers – apart of reviewing the policy and familiarising themselves with the policy as part of the employment/induction process.
- Parents / carers – Parents are asked for their input and able to freely access this policy in reception area or at [www.busy-beeschildcare.co.uk](http://www.busy-beeschildcare.co.uk)
- Outside agencies – able to access the policy freely when visiting /upon request.

**We would decide to close the setting as a result of the following circumstances:**

- Staff ratios became unsafe.
- 50% of the children on the register were absent.
- Local schools and pre – schools have closed.
- Limited or no access to the building.
- Insufficient heating in the building.
- Children's immediate family is affected by a pandemic.

**In the event that we decided or are advised to close during or before a session, parents / carers would be informed by:**

- Telephone
- Answer phone message
- WhatsApp Message
- Email
- Notice on the front door
- Message on our website [www.busy-beeschildcare.co.uk](http://www.busy-beeschildcare.co.uk)

When informing parents / carers that we are remaining open or able to re – open, the methods above of communication will remain the same. It is the role of the manager/deputy manager to inform all parents and carers to ensure they receive the same message.

In the event that we decide to close the setting it would be the role of the manager/ deputy manager to inform Ofsted.

If we decide to close or are advised to close our setting, the children who receive the Early Years free entitlement funding will not be affected. However, funding may be stopped if the government feels the setting is closed unnecessarily.

All children not yet eligible for the Early Years free entitlement funding will not be expected to pay pre – school fees in the event of a long-term closure. A long-term closure is any closure over 5 working days.

If parents / carers, choose to keep their child at home even if our setting remains open in adverse/bad weather conditions or during a pandemic they will be expected to pay pre – school fees as normal.

Children who are thought to be of high risk, for example asthmatic, are advised not to attend pre – school during a pandemic and therefore will not be expected to pay pre – school fees.

### **We will close Busy Bees Childcare Centre if:**

- Our ratios would be unsafe for us to operate. The ratios for our setting are one adult to eight children aged between 3 and 5 years, one adult to four children aged between 2 and 3 years and one adult to 3 children under 2 years.
- If the building or surrounding areas become unsafe to open.

### **During a pandemic:**

- Members of staff still able to work, though the building has closed due to advisement or circumstances will be asked to clean as appropriate.
- Staff members, students and volunteers will be informed by telephone in the event of our closure or re – opening.
- If a child becomes ill whilst in our care said child will be isolated and kept away from other children to help prevent the spread of disease. Staff members would sit within two metres of the sick child unless they needed assistance in which case the member of staff would ensure they are wearing a pair of disposable gloves, an apron, and a facemask. (DfES Infection Control Advice Guidance, June 2007).
- Children who are observed by staff on arrival to pre – school to be clearly unwell and / or have been given an infant suspension for example Calpol before arriving will be asked not to return for 48hrs or until they are no longer ill.
- Parents/carers are asked to contact the manager if their child is absent prior to/before/during their expected session/s.
- Staff will ensure that children and themselves continue to carry out good hygiene practice throughout their time at Busy Bees.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Complaints Policy



# COMPLAINTS PROCEDURE

## Policy Statement

We aim to provide the highest quality education and care for all our children. We aim to offer a warm welcome to each individual child and their family and to provide a caring environment in which they can learn and develop as they play.

We believe that children, and their parents, are entitled to expect courtesy with prompt and careful attention to their needs and wishes. It is our intention to work in partnership with parents and the local community and we welcome suggestions on how we can improve our Nursery.

We will give prompt and serious attention to any concerns about the running of our Nursery and our fulfilment of the Early Years Foundation Stage (EYFS). We anticipate that most concerns will be resolved quickly by an informal approach to the Nursery Manager. If this does not achieve the desired result, we have a set of procedures for dealing with concerns. We aim to bring all concerns about the running of our Nursery to a satisfactory conclusion for all the parties involved.

## Procedures

We are required to keep a written record ('summary log') of any complaints that reach stage 2 and above and their outcome. This is made available to the Committee as well as to Ofsted inspectors on request.

## Making a Complaint Stage 1

- Any parent/ child or staff member who has a concern about any aspect of the Nursery's provision first talks over their concerns with the Nursery Manager.
- Most complaints should be resolved amicably and informally at this stage.

## Stage 2

- If this does not result in a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting their concerns or complaint in writing to the Preschool Manager Rebecca Browne, and to the Chair of the Committee, Natalie Schulze.
- For parents, child or staff member who are not comfortable making written complaints, we can supply a template complaint form that may be completed together with either of the above-named persons and then signed by the parent.
- During any investigation, all aspects of the written complaint will be stored in an investigation file designated for the complaint and stored confidentially.
- When the investigation into the complaint is completed, the parent, child or staff member will be informed of the outcome either in writing or in a meeting with the Nursery Manager or Chair of the Committee.
  - We will notify the parent, child or staff member of the outcome of the investigation within 28 days of having received the complaint.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Record.

## Stage 3

- If the parent, child or staff member is not satisfied with the outcome of the investigation, they should request a meeting with the Nursery Manager and the Chair of the Committee. The parent may have a friend present if they so wish, and the Nursery Manager or Chair will have a member of the Nursery Committee to support them.
- An agreed written record of the meeting is made as well as a decision or action agreed as a result. All parties present at the meeting will be asked to sign the record and will receive a copy of it.
- The signed record signifies that the procedure has concluded.
- When the complaint is resolved at this stage, the summative points are logged in the Complaints Record.

## Stage 4

- If at the stage 3 meeting a conclusion cannot be reached, an external mediator will be invited to help to

settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. The mediator has no legal powers but can help define the problem, review the action so far and suggest further ways in which a resolution may be achieved.

- The mediator keeps all discussions confidential. They can hold separate meetings with Nursery Manager and Chair of the Committee and with the parent if this is deemed to be helpful. The mediator will keep a written record of any meetings and any advice given.

## Stage 5

- When the mediator has concluded their investigation, a final meeting will take place between the parent, the Nursery Manager, and the Chair of the Committee. The purpose of this meeting will be to reach a decision on the action to be taken to deal with the complaint. The mediator's advice will be used to reach this conclusion. The mediator can be invited to this meeting if it is deemed to be helpful.

- A record of this meeting will be taken. Everyone present at the meeting will sign this record and receive a copy. This signed record signifies that the procedure has concluded. The Role of the Office for Standards in Education, Children's Services and Skills (Ofsted), Local Safeguarding Partners and the Information Commissioner's Office maybe contacted.

- Parents may approach Ofsted directly at any stage of this complaints procedure if they believe there is a possible breach of the Nursery's registration requirements or if we are not meeting the EYFS requirements. It is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements the Early Years Foundation Stage (EYFS) are adhered to.

- The number to call Ofsted about a complaint is: 0300 123 1231

- The address to write to Ofsted is: Ofsted Piccadilly Gate Store Street Manchester M1 2WD

- Further details are displayed on the Ofsted "Parents' Poster" on our notice board.

- If a child appears to be at risk, our setting follows the procedures of the Local Safeguarding Partners in our local authority.

- In these cases, both the parent and Nursery are informed, and the Nursery Manager works with Ofsted or Local Safeguarding Partners to ensure a proper investigation of the complaint, followed by appropriate action.

- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice which is in the Early Years Prospectus given to you when you registered your child at our setting.

The ICO can be contacted at: Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or [www.ico.org.uk](http://www.ico.org.uk) Records

- A record of complaints against our Nursery and/or the children and/or the adults working in our Nursery is kept, including the date, the circumstances of the complaint and how the complaint was managed.

- The outcome of all complaints is recorded in the Complaints Record which is available for parents and Ofsted inspectors on request. This will include any action which was taken as a result of each complaint.

- A record of all complaints will be kept for at least 3 years from the date of the last record, and is accessible to Ofsted, parents, and other officials upon request.

- If the Nursery receives a complaint via Ofsted, parents will be informed by either an email or WhatsApp message.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Confidentiality Policy



# CONFIDENTIALITY & CLIENT ACCESS TO RECORDS POLICY

## Policy Statement

In our Nursery, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our setting.

We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children.

We have record keeping systems in place that meet legal requirements; this means that we use to store and share that information takes place within the framework of the General Data Protection Regulation (GDPR) (2018) and the Human Rights Act (1998).

We maintain records and obtain and share information (with parents and carers, other professionals working with the child, the police, social services, and Ofsted as appropriate) to ensure the safe and efficient management of the Nursery and to help ensure the needs of all children are met.

We enable a regular two-way flow of information with parents and/or carers, and between providers, if a child is attending more than one setting. We incorporate parents' and carers' comments into children's records if requested.

## Confidentiality procedures

All staff understand the need to protect the privacy of children as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensure confidentiality.

Most things that happen between the family, the child and the setting are confidential to our setting. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police.

- Information shared with other agencies is done in line with our Information Sharing Policy.
- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with our staff; we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep, for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection, and any contact and correspondence with external agencies in relation to their child.
- We keep all records securely.
- Information is kept in a manual file, or electronically. Our staff may also use a computer to type reports, or letters.
- Our staff discuss children's general progress and wellbeing together in meetings, but more sensitive information is restricted to our manager and the child's key person and is shared with other staff on a need-to-know basis.
- We do not discuss children with other parents or anyone else outside of the setting.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual, we check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns. Client Access to Records Procedures Parents may request access to any confidential records we hold on to their child and family following the procedure below:

The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our setting has compiled on them.)

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to us.
- We acknowledge the request in writing, informing the parent that an arrangement will be made for him/her to see the file contents, subject to third party consent.
- Our written acknowledgement allows one month for the file to be made ready and available. We will be able to extend this by a further two months where requests are complex or numerous. If this is the case, we will inform you within one month of the receipt of the request and explain why the extension is necessary
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
- We may seek legal advice before sharing a file.
- We go through the file and ensure that all documents have been filed correctly, that entries are in date order and that there are no missing pages. We note any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to us giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so, where there are separate entries pertaining to each parent, stepparent, grandparent etc. we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive', and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals we take a photocopy of the complete file. On the copy of the file, we remove any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.
- The copy file is then checked by legal advisors if appropriate to verify that the file has been prepared appropriately.
- What remains is the information recorded by the setting, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- We inform the parent that the file is now ready and invite him/ her to make an appointment to view it.
- We meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.

- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaint's procedure.
- The law requires that the information we hold must be held for a legitimate reason and must be accurate (see our Privacy Notice). If a parent says that the information, we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed, and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere. Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline 0303 123 1113. All the undertakings above are subject to the paramount commitment of our setting, which is to the safety and well-being of the child. Please see also our Safeguarding Children and Child Protection Policy

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# COSHH Policy



## Control of Substances Hazardous to Health (COSHH)

- Staff implement the current guidelines of the Control of Substances Hazardous to Health (COSHH) Regulations.
- Personal protective equipment (PPE), such as rubber gloves, latex free/vinyl gloves, aprons etc., is available to all staff as needed and stocks are regularly replenished.
- Hazardous substances are stored safely away from the children.
- Chemicals used in the setting should be kept to the minimum to ensure health and hygiene is maintained.
- Risk assessment is done for all chemicals used in the setting.
- Environmental factors are considered when purchasing, using, and disposing of chemicals.
- All members of staff are vigilant and use chemicals safely.
- Bleach is not used in the setting when the setting is operational.
- Anti-bacterial cleaning agents are restricted to toilets, nappy changing areas and food preparation areas and are not used when children are nearby.
- Members of staff wear rubber gloves when using cleaning chemicals.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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# Data protection Policy



# General Data Protection Regulations (GDPR) Policy

The General Data Protection Regulation (GDPR) is a new EU law came into effect on 25<sup>th</sup> May 2018 replacing the current Data Protection Act 1998. It gives individuals greater control over their own personal data. As a nursery it is necessary for us to collect personal information about the children who attend as well as staff and parents/carers.

Busy Bees Childcare Centre is registered with the Information Commissions Office, ICO, under registration reference: **ZA082818** and has been registered since 23<sup>rd</sup> October 2014 the certificate can be viewed on our noticeboards.

## GDPR principle

GDPR condenses the Data Protection Principles into 8 areas, which are referred to as the Privacy Principles. They are:

1. You must have a lawful reason for collecting personal data and must do it in a fair and transparent way.
2. You must only use the data for the reason it is initially obtained.
3. You must not collect any more data than is necessary.
4. It must be accurate and there must be mechanisms in place to keep it up to date.
5. You cannot keep it any longer than needed.
6. You must protect the personal data.
7. You must have appropriate measures against unauthorised or unlawful processing or personal data and against accidental loss or destruction/damage to personal Data.
8. Personal Data shall not be transferred to any outside agency or country within the EU that does not comply with the new General data protection regulations.

The GDPR provides the following rights for individuals:

- The right to be informed.
- The right of access.
- The right to rectification.
- The right to erase.
- The right to restrict processing.
- The right to data portability.
- The right to object.
- Rights in relation to automated decision-making and profiling.

There are two main roles under the GDPR: the data controller and the data processor. As a childcare provider, we are the data controller. The data is our data that we have collected about the children and their families. We have contracts with other companies to process data, which makes them the data processor. The two roles have some differences but the principles of GDPR apply to both. We have a responsibility to ensure that other companies we work with are also GDPR compliant.

## Lawful basis for processing personal data

We must have a lawful basis for processing all personal data within our organisation and this is recorded on our Information audit for all the different information we collect.

The six reasons as follows:

**(a) Consent:** the individual has given clear consent for you to process their personal data for a specific purpose.

**(b) Contract:** the processing is necessary for a contract you have with the individual, or because they have asked you to take specific steps before entering into a contract.

**(c) Legal obligation:** the processing is necessary for you to comply with the law (not including contractual obligations).

**(d) Vital interests:** the processing is necessary to protect someone's life.

**(e) Public task:** the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law.

**(f) Legitimate interests:** the processing is necessary for your legitimate interests or the legitimate interests of a third party unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

For the majority of data we collect, the lawful basis for doing so falls under the category of 'legal obligation' such as names, date of birth and addresses as we have a legal requirement to obtain this data as part of the Statutory Framework for the Early Years Foundation Stage.

Some data we collect, for example, photographs, requires parents to give consent for us to do so. Where this is the case, parents will be required to sign consent in their child's registration form and are made aware that they have the right to withdraw their consent at any time.

We may also be required to collect data as part of parent's contract with the setting or local authority, for example, for us to claim government funding.

## Data retention

We will hold information about individuals only for as long as the law says and no longer than necessary. After this, we will dispose of it securely. Please see a copy of the Retention periods for records.

## Security

We keep data about all individuals secure and aim to protect data against unauthorised change, damage, loss, or theft. All data collected is only accessed by authorised individuals. All paper forms are kept locked away and all computers and tablets are password protected.

## Privacy notices

All parents and staff are provided with privacy notices which inform them of our procedures around how and why we collect data, information sharing, security, data retention, access to their records and our commitment to compliance with the GDPR act 2018.

## Ensuring compliance

The member of staff responsible for ensuring that the setting is compliant is Rebecca Browne, Penni Purkhardt and Sophie Payze. Their main duties are:

- Ensure that the provision is compliant with GDPR.
- Audit all personal data held.
- Ensure all staff are aware of their responsibilities under the law, this may include delivering staff training.
- Undertake investigations when there is a breach of personal data and report to the Information Commissions Office, ICO.
- Keep up to date with the legislation.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Death of a child on site



# Death of a child on-site

## Identifying

- If it is suspected that a child has died in the setting, emergency resuscitation will be given to the child by a qualified First Aider until the ambulance arrives.
- Only a medical practitioner can confirm a child has died.

## Informing

- The designated person ensures emergency services have been contacted, ambulance and police.
- The parents are contacted and asked to come to the setting immediately, informing them that there has been an incident involving their child and that an ambulance has been called, asking them to come straight to the setting or hospital as appropriate.
- The designated person calls the chairperson of the committee and informs them of what has happened.
- The trustees are contacted, and a confidential safeguarding incident report form prepared by the designated person.
- A member of staff is delegated to phone all parents to collect their children. The reason given must be agreed by the designated officer and the information given should be the same to each parent.
- The decision on how long the setting will remain closed will be based on police advice.
- Ofsted are informed of the incident by the nominated person and a RIDDOR report is made.
- Staff will not discuss the death of a child with the press.

## Responding

- The committee will decide how the death is investigated within the organisation after taking advice from relevant agencies.
- The committee will coordinate support for staff and children to ensure their mental health and well-being.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Disciplinary Policy



# DISCIPLINARY PROCEDURE

The following Disciplinary Procedure applies to Busy Bees Childcare Centre staff:

## General Principles

1. The main purpose of this disciplinary policy is to encourage improvement in individual conduct where necessary. The procedure sets out the action, which will be taken by us when our rules are breached. The aim is to ensure fair and consistent treatment for all.
2. Minor conduct issues can generally be resolved informally. If this fails to bring about the necessary improvement or, due to the particular circumstances (for example, due to the seriousness of the allegation), this is inappropriate, the formal disciplinary procedure will be implemented.
3. The disciplinary procedure may be implemented at any stage if the alleged misconduct warrants such action. We also reserve the right to depart from the precise requirements of the procedure where it is appropriate to do so.
4. We reserve the right to change the disciplinary procedure as necessary. Application of the procedure is at our discretion and is not a contractual entitlement.
5. You may be suspended from your duties whilst your case is being investigated or during any subsequent disciplinary procedure. Suspension will normally be on full pay. The suspension will be for no longer than necessary and we will confirm the arrangements to you in writing. Whilst suspended, you should not visit our premises or contact any of our staff, pupils, or their families, unless you have been explicitly authorised to do so.
6. Suspension is not a disciplinary sanction and does not imply that any decision has been made about your case.
7. An investigation of the circumstances of each case will be made to establish the facts before deciding whether to proceed with a disciplinary hearing. This may involve reviewing any relevant documents, interviewing you and any witnesses, and taking witness statements. You must cooperate fully and promptly in any investigation. The amount of investigation required will depend on the nature of the allegations and will vary from case to case.
8. You do not have the right to bring anyone with you to an investigative interview. However, we may allow you to do so if it helps you to overcome a difficulty caused by a disability or any difficulty in understanding English written Information
9. If, following investigation, we determine that there are grounds for disciplinary action, we will inform you of the allegations being made against you and the basis for those allegations.  
  
This will normally include:
  - a) A summary of relevant information gathered during the investigation;
  - b) Documents which will be used at the disciplinary hearing; and
  - c) Witness statements which will be used at the hearing, except where a witness's identity is to be kept confidential, in which case we will give you as much information as possible while maintaining confidentiality.
10. You will have a reasonable opportunity to consider the information before the hearing.
11. We will give you written notice of the date, time, and place of the disciplinary hearing, which will normally be held between 3 and 5 working days after you receive the written notice.
12. You must take all reasonable steps to attend the hearing. Failure to do so without good reason may be treated as misconduct in itself. If you or your companion cannot attend at the time specified, you should inform us immediately and we will seek to agree an alternative time.
13. The purpose of the disciplinary hearing is to review the evidence and to enable you to respond to any allegations that have been made against you. Notes of the meeting may be taken. If you have a companion, he

or she may make representations to us and ask questions but cannot answer questions on your behalf. You may confer privately with your companion at any time during the hearing.

14. The disciplinary hearing may be adjourned if we need to carry out any further investigations. You will be given a reasonable opportunity to consider, as appropriate, any new information obtained before the hearing is reconvened.

15. We will inform you in writing of our decision (including details of any misconduct that it considers you have committed and the disciplinary sanction to be applied) together with the reasons for its decision. We will usually try and notify you of our decision within one week. We will also inform you of your right of appeal.

#### Disciplinary sanctions

16. We aim to treat all employees fairly and consistently. The sanctions which may be applied are set out below. The sanction applied will reflect the severity of the incident and/or your prior disciplinary record. Each case will, therefore, be assessed on its own merits. Depending on the seriousness of the matter any of the following stages may be omitted.

#### Stage 1 - Written warning

17. A written warning will often be the appropriate remedy for an isolated incident of misconduct, where you have no other active warnings on your disciplinary record.

18. The warning will set out the nature of the misconduct, the change in behaviour required and the likely consequences of further misconduct.

19. The warning will be placed on your personnel file and will usually remain active for 6 months from the date it is given (although we reserve the right to provide for a longer active period if it wishes in any particular case), after which time it will be disregarded in deciding the outcome of future disciplinary proceedings. Your conduct may be reviewed at the end of this period and if it has not improved sufficiently, we may decide to extend the active period.

#### Stage 2 - Final written warning

20. This is the most serious penalty short of dismissal. A final written warning will usually be given for misconduct where there is already an active written warning on your record or cases where there is no active written warning on file, but we consider that the misconduct is sufficiently serious to warrant a final written warning.

21. The warning will set out the nature of the misconduct, the change in behaviour required and the likely consequences of further misconduct.

22. The warning will be placed on your personnel file and will usually remain active for 12 months from the date it is given (although we reserve the right to provide for a longer active period if it wishes in any particular case) or, if we decide that the matter is more serious, for a longer period. In exceptional circumstances verging on gross misconduct, a final written warning may state that it will remain active indefinitely. Your conduct may be reviewed at the end of this period and if it has not improved sufficiently, we may decide to extend the active period. After the active period it will be disregarded in deciding the result of future disciplinary proceedings. You should understand the seriousness of the situation should you receive a final written warning.

### Stage 3 – Dismissal

23. We may decide to dismiss you in the following circumstances: a) misconduct where there is an active written warning or final written warning on your record; or b) gross misconduct regardless of whether you have received any previous warnings.

24. Gross misconduct will usually result in summary dismissal, which is dismissal without notice or payment in lieu of notice. In cases not involving gross misconduct, you may be given your full contractual notice period or payment in lieu of notice.

25. In appropriate cases we may consider some other sanction short of dismissal, such as: a) demotion; b) transfer to another department or job; c) period of suspension without pay; d) loss of seniority; e) reduction in pay; f) loss of future pay increment; g) loss of overtime.

26. These sanctions may be used in conjunction with a written warning or final written warning.

27. You have the right to appeal if you feel you have been unfairly disciplined. If you wish to appeal, you must inform the Nursery Chairperson in writing setting out the grounds of your appeal within 7 days of the date on which you were informed of the decision.

28. If you do this, we will give you written notice of the date, time, and place of the appeal hearing, which will normally take place within one week after you receive the written notice. In cases of dismissal, the appeal hearing will be heard as soon as possible.

29. If practicable a more senior manager not previously involved in the disciplinary procedure will hear the appeal.

30. An appeal will not suspend or defer the effect of the previous disciplinary decision, including any dismissal, which will remain fully effective unless overturned on appeal.

31. Following the appeal hearing, we may confirm the original decision or revoke it, or alternatively, we may substitute a different disciplinary sanction. We will inform you in writing of our final decision. We will usually do so within one week of the appeal hearing. There will be no further right of appeal.

32. If your appeal against dismissal is successful, you will be reinstated with no loss of continuity or pay.

33. Gross misconduct indicates an offence which is so severe that it completely removes our trust and confidence in you. A list of offences which may constitute gross misconduct are set out below. This list is not exclusive or exhaustive.

34. If you commit gross misconduct, you will be summarily dismissed – that is without notice or pay in lieu of notice.

Examples of gross misconduct

- a) theft
- b) fraud and deliberate falsification of records
- c) physical violence;
- d) serious bullying or harassment
- e) deliberate damage to property
- f) serious insubordination
- g) misuse of our property or name
- h) bringing Busy Bees Childcare Centre into serious disrepute
- i) serious incapability at work brought on by alcohol, illegal drugs or other substances
- j) serious negligence which causes or might cause unacceptable loss, damage or injury
- k) serious infringement of health and safety rules
- l) serious breach of confidence (subject to the Public Interest (Disclosure) Act 1998)
- m) deliberately accessing internet sites containing pornographic, offensive or obscene material
- n) unlawful discrimination
- o) conviction of a criminal offence that in our opinion may affect our reputation or our relationships with our staff, pupils or the public, or otherwise affects your suitability to work for us
- p) serious breach of your duties, or deliberate breach of your contract or our procedures
- q) giving false information as to qualifications or entitlement to work (including immigration status)

#### **Right to be accompanied**

35. At all stages of the disciplinary process, you have the right to be accompanied at hearings by a trade union representative or co-worker. Your companion may speak on your behalf at any hearing but may not answer questions in your place. If you elect to be accompanied at a meeting, you should notify us in advance of the identity of your companion so that arrangements can be made to cover their duties where necessary. If your choice of companion is unreasonable, we may ask you to choose someone else. We may at our discretion allow you to bring a companion who is not a co-worker or trade union official (for example a member of your

family) where this will help overcome a particular difficulty caused by a disability or where you have difficulty understanding English.

#### General

36. Each step in the procedure will be taken without unreasonable delay and hearings will be held at reasonable times and locations.

37. We will keep records detailing the nature of any breach of disciplinary rules or unsatisfactory performance, your defence or mitigation, the action taken and the reasons for it, whether an appeal was lodged, its outcome and any subsequent developments. We will keep these records confidential.

38. All employees must treat as confidential any information communicated to them in connection with an investigation or disciplinary matter (including any appeal of any decision taken in relation to that disciplinary matter).

39. You are not permitted to make any electronic recordings of any investigative, disciplinary or appeal hearings.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Documentation and Information Policy



# Documentation and Information Policy

Busy Bees Childcare Centre is aware of its obligations with regard to storing and sharing information under the Data Protection Act 1998 and the Freedom of Information Act 2000. It is also committed to complying with the legislation and the guidance. The manager and staff must be aware of the implications of the data protection and freedom of information legislation and of all roles and responsibilities.

The setting is committed to being open to parents/ carers with regard to its policies and procedures and the information that each setting may hold on to a child. Records and information will be available to parents/ carers upon written request. There may be exemptions to this rule, but a letter will confirm this, stating the reason for any refusal in line with the Information Commissioner's Office.

## Record Keeping

Information kept on a child will include the following:

- Birth name (and any other name by which the child is known)
- Date of Birth
- Gender
- Religion
- Languages Spoken
- Home address and telephone numbers
- Parent's/carers name, who is known to the provider
- Name of parent/ carer the child normally lives with
- Who is legally responsible for the child
- Parent's/carers place of work and contact number (including emergency contact)
- Any other emergency contact names, relationship to the child and contact details
- Family doctor's name, address, and telephone number
- Details of any special dietary requirements, allergies, food, and drink preferences, needs of child
- List of immunisations
- Any other information relating to the child that staff or parents feel is relevant.

The setting must record and submit the following to their local authority about individual children receiving the free entitlement to Early Years Provision as part of their Early Years Census.

- Full name
- Date of birth
- Address
- Gender
- Ethnicity
- Special educational needs status
- The number of funded hours taken up during the census week
- Total number of hours (funded and unfunded) taken up at the setting during the census week.

Additionally, in accordance with our policies, other records will be kept and maintained by the setting:

- An up-to-date record of all staff, students and volunteers who are working at the setting including their name, address, telephone number the number and date of the Disclosure and Barring Service (DBS) check, qualifications and emergency contact name, address, and telephone number.
- A record of any other individuals who either reside on the premises or are regular visitors to the setting and their contact details.
- The attendance registers.
- An up-to-date waiting list with details of all children waiting for a place at the setting.
- Records of planned activities, including any off-site visits and outings.
- Records of any medications being held by the staff for children on behalf of the parent/carer.

- Records of signed emergency treatments authorised by the parent/carer
- A fully completed and up-to-date accident, incident forms and fire records.

Information on children will be kept in a locked file in the office; the information will be restricted to all staff where appropriate. The manager is responsible for keeping up-to-date records on the children. All records relating to an individual child be retained for two years from the last day the child attended Busy Bees Childcare Centre.

## Notification

Busy Bees Childcare Centre recognises that it is their responsibility to notify parents/carers, Ofsted, and staff of any changes to Busy Bees Childcare Centre.

If changes are to be made to the setting, the setting will contact anyone that will be affected as soon as possible. If there are significant proposed changes, there will be consultation with anyone who is directly affected.

## It is mandatory for Ofsted to be informed of:

- Any changes in the manager or deputy manager of the setting.
- Any significant changes to the premises.
- Any significant change to the operational plan of the setting.
- Any event that is likely to affect the suitability of the manager or named person
- Any changes to the company.
- Any complaints made against the setting.
- Where two or more children suffer from food poisoning.
- Any allegation of abuse by a member of staff or volunteer or any abuse that has allegedly taken place on the premises.
- Any significant event that is likely to affect the suitability of any person who is in regular contact with children.
- Any serious accident, illness, or injury to, or death of, any child while in their care; or
- Any other significant events.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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(date)

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# Early Years Curriculum



## EARLY YEARS CURRICULUM

This is a very important stage as it helps your child get ready for school as well as preparing them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun, and secure; and support their development, care and learning needs.

We, as a Nursery, are registered to deliver an early year's curriculum. Our early years curriculum sets out:

- The safeguarding and welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare.
- The seven areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge.
- Observations that will tell you about your child's progress.
- The expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called the "Early Learning Goals (ELGs)".

### Children's Development and Learning

Our Nursery reflects the four guiding themes and principles of the EYFS:

**A Unique Child** Every child is a unique child who is constantly learning and can be resilient, capable, confident, and self-assured. **Positive Relationships** Children learn to be strong and independent through positive relationships.

**Enabling Environments** Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.

**Learning and Development** Children develop and learn in different ways. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

At Busy Bees Childcare Centre, we aim to ensure that each child:

- Has access to a safe and stimulating environment,
- Is given sufficient care and attention due to our ratio of qualified staff to children,
- Has the opportunity to join in with other children and adults to play, work and learn together,
- Is helped to develop their learning based on their individual needs,
- Has a team of key people who are responsible for tracking their development,
- Is in a setting that see parents as partners.

**How we provide for Learning and Development** Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all the children with interesting activities that are appropriate for their age and stage of development.

Your child will be learning skills, acquiring new knowledge, and demonstrating their understanding through the seven areas of development and learning which comprise:

Prime areas:

- Communication and language;
- Physical development; and
- Personal, social, and emotional development.

Specific areas:

- Literacy;
- Mathematics;

- Understanding the world; and
- Expressive arts and design.

The level of progress children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals (ELGs). These goals state what it is expected that children will know and be able to do by the end of the reception year of their education.

The 'Early Years Outcomes' guidance sets out the likely stages of progress a child makes along their learning journey towards the ELGs. Our Nursery has regard to development matters when we assess children and plan for their learning.

The seven areas are used to plan your child's learning and activities. Your child's key person will make sure that the activities are suited to your child's unique needs. This is a little bit like a curriculum in primary and secondary schools, but it is suitable for very young children. It is also designed to be really flexible so that key persons can follow your child's unique needs and interests.

**Communication and language** Our programme involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

**Physical Development** Our programme involves providing opportunities for young children to be active and interactive; to develop their co-ordination, control, and movement; to be helped to understand the importance of physical activity; and to be helped to make healthy choices about food.

**Personal, social, and emotional development** Our programme involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

**Literacy** Our programme involves encouraging children to link sounds and letters and to begin to recognise letters as well as have a love for books and stories; we do this by giving children access to a wide range of reading materials to ignite their interest.

**Mathematics** Our programme involves providing children with opportunities to develop and improve their skills in counting, understanding, and using numbers, and to describe shapes, spaces, and measures.

**Understanding the World** Our programme involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology, and the environment.

**Expressive Arts and Design** Our programme involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities for and encouragement for sharing their thoughts, ideas and feeling through a variety of activities in art, music, movement, dance, role-play, and design and technology.

**Meeting Individual Needs-** We consider the individual needs, interests, and stage of development of each child in our care and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. When working with the youngest children, we focus strongly on the three prime areas which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for school. The balance shifts towards a more equal focus on all areas of learning as children grow in confidence and ability within the three prime areas. Throughout the early years, if a child's progress in any prime area gives cause for concern, we will discuss this with the child's parents and carers and agree how to support the child. We will consider whether a child may have a special educational need or disability which requires specialist support. We will liaise with, and help families to access, relevant services from other agencies as appropriate.

**For children whose home language is not English,** we take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We ensure that children have sufficient opportunities to learn and reach a good standard in English

language during their time with us, ensuring children are ready to benefit from the opportunities available to them when they start school. When assessing communication, language, and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of English language, we explore the child's skills in the home language with parents and carers to establish whether there is cause for concern about language delay.

**Our Approach to Learning, Development and Assessment** is through play. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.

Play is essential for children's development, building their confidence as they learn to explore, to think about problems and to relate to others. Children learn by leading their own play and by taking part in play, which is guided by adults, we make an ongoing judgement about the balance between the two. We respond to each child's emerging needs and interests, guiding their development through warm, positive interaction, we reflect on the different ways that children learn.

## The characteristics of effective teaching and learning are:

- playing and exploring children investigate and experience things, and "have a go".
- active learning—children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically—children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

## Assessment

Assessment plays an important part in helping parents, carers, and us to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. We observe children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In our interactions with children, we respond to our day-to-day observations about children's progress and to observations that parents and carers share with us for our children's Wow books. We believe that the sharing of information about children is very much a two-way process. Each child has a 'Wow book' that is built from a collection of photographs and written observations completed by their key person team.

Each child has a key person team who work with parents to compile their child's Wow book, collecting information about the child's needs, activities, interests, and achievements. This information enables us to identify the child's stage of progress and helps us to cater for their individual needs, planning next steps that are beneficial and promote development.

**Parents work in partnership-** We encourage parents to share their adventures and how they help their children to learn whilst at home. The child's Wow book helps us to celebrate with parents their child's achievements and to work together to provide what their child needs for their well-being and to make progress.

**2-Year-Old Progress Check** If a child has attended Nursery for a full term prior to turning 3 years old, then we will work with parents and carers to produce a short-written summary of the child's development in the prime areas. This is called the "2-Year-Old Progress Check". This progress check identifies the child's strengths and any areas where the child's progress is less than expected. If there are any significant emerging concerns, or an identified special educational need or disability, we will develop a targeted plan to support the child's future learning and development, involving parents and carers and also other professionals, for example the Special Educational Needs Co-ordinator or health professionals, as appropriate.

The key person is responsible for completing the progress check by using information from ongoing observational assessments carried out as part of our everyday practice and by considering the views and contributions of parents and other professionals.

**The progress check:**

- reflects the child's developmental level and individual needs to give parents a clear picture of their child's development;
- highlights areas where the child is progressing well; and areas in which some additional support might be needed;
- identifies any areas where there is a concern that the child may have a developmental delay (which may indicate a special educational need or disability);
- describes the activities and strategies we intend to adopt to address any developmental concerns. This includes working with other professionals where appropriate as agreed with the parents;
- enables the key person to plan activities to meet the child's needs within Nursery and to discuss with parents how the summary of development can be used to support learning at home.

**Integrated 2-Year-Old Review**, health visitors and early years providers are expected to bring together health and early years education reviews for children at the age of 2 to 2½. This age is an important time for children and their parents. It is a period of rapid growth, learning and development in a young child's life and it is also a crucial time when a child's need for additional support from health services or the education system can become clear. While the care given during the first months and years of a baby's life is critical for equipping them for the future, age two is another important stage where planned contact with all children and their parents can help to make a real difference to a child's future outcomes. Integrating the existing health and education reviews at age two helps to identify any delays and offer effective early intervention for those children who need more support, at an age where interventions can be more effective than they would be for an older child. To enable this integration and the best outcome for your child, parents are encouraged to share relevant information from their child's 2-Year-Old Progress Check with their Health Visiting Team and vice versa.

This will allow health professionals and us to inform each other and work in partnership together to identify strengths, as well as any developmental delay, and to provide support from which the child and family might benefit. We have to have the consent of parents to share information directly with other relevant professionals.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Early Years Prospectus



# Busy Bees Childcare Centre Prospectus

Busy Bees Childcare Centre Prospectus for Parents

Busy Bees Childcare Centre, Carver Barracks,  
Wimbish, Essex, CB10 2YA

[Tel:01799-523542](tel:01799-523542)

Mobile:07943900926

[bees.busy@yahoo.co.uk](mailto:bees.busy@yahoo.co.uk)

Website [www.busy-beeschildcare.co.uk](http://www.busy-beeschildcare.co.uk)

Welcome to Busy Bees Childcare Centre (BBCC) and thank you for registering your child with us.

We understand that every child is unique, and we aim to deliver the highest quality of care and education to help them to achieve their best.

This prospectus aims to provide you with an introduction to BBCC our routines, our approach to supporting your child's learning and development, and how well we aim to work together with you, to best meet your child's individual needs.

## **Our setting aims to:**

- provide high quality care and education for children below statutory school age.
- work in partnership with parents to help children to learn and develop.
- add to the life and well-being of the local community; and
- offer children and their parents a service that promotes equality and values diversity.

## **Parents**

You are regarded as members of our setting who have full participatory rights. These include a right to be:

- valued and respected.
- kept informed.
- consulted.
- involved; and
- included at all levels.

## Children's development and learning

We aim to ensure that each child:

- is in a safe and stimulating environment.
- is given generous care and attention, because of our ratio of qualified staff to children.
- has the chance to join in with other children and adults to live, play, work and learn together.
- is helped to take forward her/his learning and development by being helped to build on what she/he already knows and can do.
- has a personal key person who makes sure each child makes satisfying progress.
- is in a setting that sees parents as partners in helping each child to learn and develop; and
- is in a setting in which parents help to shape the service it offers.

### *The Early Years Foundation Stage*

Provision for the development and learning of children from birth to 5 years is guided by the Early Years Foundation Stage. Our provision reflects the four overarching principles of the *Statutory Framework for the Early Years Foundation Stage* (DFE 2021)

- *A Unique Child*  
Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.
- *Positive Relationships*  
Children learn to be strong and independent through positive relationships.
- *Enabling Environments*  
Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.
- *Learning and Development*  
Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.

## **How we provide for development and learning**

Children start to learn about the world around them from the moment they are born. The care and education offered by our setting helps children to continue to do this by providing all of the children with interesting activities that are appropriate for their age and stage of development.

*The Areas of Development and Learning comprise:*

- *Prime Areas*
  - Personal, social and emotional development.
  - Physical development.
  - Communication and language.
  
- *Specific Areas*
  - Literacy.
  - Mathematics.
  - Understanding the world.
  - Expressive arts and design.

For each area, the level of progress that children are expected to have attained by the end of the Early Years Foundation Stage is defined by the Early Learning Goals. These goals state what it is expected that children will know, and be able to do, by the end of the reception year of their education.

The *Early Years Outcomes* (DfE 2021) guidance sets out the likely stages of progress a child makes along their progress towards the Early Learning Goals. Our setting has regard to these when we assess children and plan for their learning. Our programme supports children to develop the knowledge, skills and understanding they need for:

*Personal, social and emotional development*

- Self-regulation
- Managing Self
- Building Relationships

*Physical development*

- Gross motor skills
- Fine motor skills

### *Communication and language*

- Listening, attention and understanding
- Speaking

### *Literacy*

- Comprehension
- Word Reading
- Writing

### *Mathematics*

- Numbers
- Numerical patterns

### *Understanding the world*

- Past and present
- People culture and communities
- The natural world

### *Expressive arts and design*

- Creating with materials
- being imaginative and expressive

## **Our approach to learning and development and assessment**

### *Learning through play*

Being active and playing supports young children's learning and development through doing and talking. This is how children learn to think about and understand the world around them. We use the EYFS statutory guidance on education programmes to plan and provide opportunities which will help children to make progress in all areas of learning. This programme is made up of a mixture of activities that children plan and organise for themselves, and activities planned and led by practitioners.

### *Characteristics of effective learning*

We understand that all children engage with other people and their environment through the characteristics of effective learning that are described in the Early Years Foundation Stage as:

- playing and exploring - engagement.
- active learning - motivation; and
- creating and thinking critically - thinking.

We aim to provide for the characteristics of effective learning by observing how a child is learning and being clear about what we can do and provide in order to support each child to remain an effective and motivated learner.

### *Assessment*

We assess how young children are learning and developing by observing them frequently. We use information that we gain from observations, as well as from photographs of the children, to document their progress and where this may be leading them. We believe that parents know their children best, and we will ask you to contribute to assessment by sharing information about what your child likes to do at home and how you, as parents, are supporting development.

We make periodic assessment summaries of children's achievement based on our on-going development records. These form part of children's records of achievement. We undertake these assessment summaries at regular intervals, as well as times of transition, such as when a child moves into a different setting or when they go on to school. We have an open-door policy and are always happy to share your child's achievements or any other matter concerning your child with you.

### *The progress check at age two*

The Early Years Foundation Stage requires that we supply parents and carers with a short-written summary of their child's development in the three prime areas of learning and development - personal, social and emotional development; physical development; and communication and language - when a child is aged between 24 - 36 months. Your child's key person is responsible for completing the check using information from on-going observational assessments carried out as part of our everyday practice, taking account of the views and contributions of parents and other professionals. Please share any information with us in respect of your child's two-year check conducted by your health visitor.

## **Records of achievement**

We keep a record of achievement for each child. Your child's record of achievement helps us to celebrate together her/his achievements and to work together to provide what your child needs for her/his well-being and to make progress.

Your child's key person will work in partnership with you to keep this record. To do this you and they key worker will collect information about your child's needs, activities, interests and achievements. This information will enable the key person to identify your child's stage of progress. Together, we will then decide on how to help your child to move on to the next stage.

## **Working together for your children**

We maintain the ratio of adults to children in the setting that is set by the Safeguarding and Welfare Requirements.

- give time and attention to each child.
- talk with the children about their interests and activities.
- help children to experience and benefit from the activities we provide; and
- allow the children to explore and be adventurous in safety.

## **How parents take part in the setting**

Our setting recognises parents as the first and most important educators of their children. All our staff see themselves as partners with parents in providing care and education for their children. There are many ways in which parents take part in making our setting a welcoming and stimulating place for children and parents, such as:

- exchanging knowledge about their children's needs, activities, interests and progress with our staff/me.
- contributing to the progress check at age two.
- helping at sessions of the setting.
- sharing their own special interests with the children.
- taking part in events and informal discussions about the activities and curriculum provided by the setting.
- joining in community activities, in which the setting takes part; and

## **Joining in**

Joining the rota is not the only means of taking part in the life of the setting. Parents can offer to take part in a session by sharing their own interests and skills with the children. Parents have visited the setting to share a special occasion such their special festival, introduce a new family member, support the settings project in a practical way, or just spend time assisting the staff with a fun activity.

## **Key person and your child**

Our setting uses a key person approach. This means that each member of staff has a group of children for whom she is particularly responsible. She will work with your child and get to know your child's particular needs and interests. When your child first starts at the setting, she will help your child to settle and throughout your child's time at the setting, she will help your child to benefit from our activities.

## **Learning opportunities for adults**

Staff take part in further training to help them to keep up-to date with thinking about early years care and education. We also keep up to date with best practice, as a member of the Pre-school Learning Alliance, through their online training, Under 5 magazine and other publications produced by the Alliance as well as the magazine 'Nursery World'.

## **The setting's timetable and routines**

Our setting believes that care and education are equally important in the experience which we offer children. The routines and activities that make up the day in our setting are provided in ways that:

- help each child to feel that she/he is a valued member of the setting.
- ensure the safety of each child.
- help children to gain from the social experience of being part of a group; and
- provide children with opportunities to learn and help them to value learning.

## **The session**

We organise our sessions so that the children can choose from, and work at, a range of activities and, in doing so, build up their ability to select and work through a task to its completion. The children are also helped and encouraged to take part in adult-led small and large group activities, which introduce them to new experiences and help them to gain new skills, as well as helping them to learn to work with others. Outdoor activities contribute to children's health, their physical development and their knowledge of the world around them. The children have the opportunity, and are encouraged, to take part in outdoor child-chosen and adult-led activities, as well as those provided in the indoor environment.

## **Snacks and meals**

We ensure that snack time is a social time at which children are encouraged to independently select their own fruit/vegetables and pour their own milk/water. Our staff are on hand to discuss with the children the importance of making healthy lifestyles, as well as actively promoting good manners. Our staff sit with our children and model language with them during snack time

## **Clothing**

We provide protective clothing for the children when they play with messy activities. We encourage children to gain the skills that help them to be independent and look after themselves. These include taking themselves to the toilet and taking off, and putting on, outdoor clothes. Clothing that is easy for them to manage will help them to do this.

## **Policies**

We have written policies that determine how we operate on a daily basis. We pay particular attention to safeguarding children and ensuring that the environment is safe and secure.

Our setting has a folder which is made available on a daily basis and can be found in our foyer area. We would always recommend that parents/carers take the time to familiarise themselves with our policies and will always be interested in parent suggestions or comments in respect of any of our policies and procedures. If you have any comments, please speak to your manager who will contact us (Committee).

Our policies help us to make sure that the service provided by our setting is a high quality one and that being a member of the setting is an enjoyable and beneficial experience for each child and her/his parents.

## **Information we hold about you and your child**

We have procedures in place for the recording and sharing of information [data] about you and your child that is compliant with the principles of the General Data Protection Regulations (2018) as follows:

The data is we collect is

1. Processed fairly, lawfully and in a transparent manner in relation to the data subject [you and your family]
2. Collected for specified, explicit and legitimate purposes and not further processed for other purposes incompatible with those purposes.
3. Adequate, relevant and limited to what is necessary in relation to the purposes for which data is processed.
4. Accurate and, where necessary, kept up to date.
5. Kept in a form that permits identification of data subjects [you and your family] for no longer than is necessary for the purposes for which the personal data is processed.
6. Processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.

When you register your child with us will provide you with a privacy notice that gives you further details of how we fulfil our obligations about your data.

## **Safeguarding children**

Our setting has a duty under the law to help safeguard children against suspected or actual 'significant harm'. Our employment practices ensure children against the likelihood of abuse in our setting, and we have a procedure for managing complaints or allegations against a member of staff.

We always have a child centred approach, and always put the child's safety and wellbeing at the forefront of all we do.

Our way of working with children and their parents ensures that we are aware of any problems that may emerge and can offer support, including referral to appropriate agencies, when necessary, to help families in difficulty.

## **Special educational needs**

To make sure that our provision meets the needs of each individual child, we take account of any special needs a child may have. We work to the requirements of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015).

All our settings have a special needs co-ordinator who will work in partnership with you and other professionals if necessary to best support your child.

Please ensure you speak to the manager if you are aware on entry that your child has any special needs in order that we can make any necessary adjustments to our setting and decide what we need to do in order to best support your child in their development.

## **Fees**

The fees for our 2 – 3 yr. olds are £21.00 per session (8:45-11:45am) or £42.00 per session (8:45-2:45pm) payable monthly in advance. Lunch club is £7.00 per session and runs from 11:45-12:45pm. Fees must still be paid if children are absent without notice for a short period of time. If your child has to be absent over a long period of time talk to the Manager who will liaise with the chairperson of the committee. For your child to keep her/his place at our setting, you must pay the fees.

We are in receipt of nursery education funding for two, three- and four-year olds; where funding is not received, then fees apply. For those 2, 3 years and over receiving funding we ask for a voluntary donation of £0.50p a session to assist with the cost of snack time. Should you opt out of paying the contribution you may provide your child with an alternative to our snack, but this must be arranged with the manager as the setting has a food and drink policy that must be adhered to.

If you fail to pay fees your child can be excluded until fees are settled. Non-payment of fees is not acceptable and further actions will be taken in order to pursue payment, please see our Fee policy.

A 2-week period of notification is required for the removal of children from the setting; fees are due for the 2 week period.

## **Starting at our setting**

### *The first days*

We want your child to feel happy and safe with us. To make sure that this is the case; our staff will work with you to decide on how to help your child to settle into the setting. Our policies on the Role of the Key Person and Settling Down can be viewed in our red policy folder. All new parents will be given a New Starters Information sheet that details our settling in procedures. Our managers and staff will be on hand to chat with you and offer you re-assurance.

We hope that you and your child enjoy being members of our community, and that you both find taking part in our activities interesting and stimulating. Our staff are always ready and willing to talk with you about your ideas, views or questions.

## **Social Media**

Parents are requested to refrain from using all types of social media networks to discuss any personal or sensitive issues with regards to Busy Bees, its staff or children who attend the setting. In the first instance all issues should be raised with the Busy Bees manager. If it is brought to our attention that social media networks have been used Busy Bees has the right to seek legal advice regarding this.

## Complaints Procedure

We believe that children and parents are entitled to expect courtesy and prompt, careful attention to their needs and wishes. We welcome suggestions on how to improve our setting and will give prompt and serious attention to any concerns about the running of the setting. If you have any concerns about any aspect of our settings provision, please come in and talk with the manager who will address any concerns, if this cannot be resolved and one or both parties are unhappy with it the next step is to write your concerns or complaint in writing (for parents that are not comfortable with writing letters there is a template form for recording complaints, which the manager is more than happy to complete with you should needs arise, the parent signs the form). This will lead to an investigation of the complaint when the manager has assessed the issues, they will then meet with the parents to discuss the outcomes.

We hope you find the information useful and informative, however, if you have any further questions please do not hesitate to speak to your settings manager or a member of the team.

Wishing you and your child a very happy experience at Busy Bees Childcare Centre

This policy was adopted by	Busy Bees Childcare Centre
On	_____ (date)
Date to be reviewed	_____ (date)
Signed on behalf of the provider	_____
Name of signatory	_____
Role of signatory (e.g. chair, director, or owner)	_____

# Environmental Policy



# Environmental Policy

Busy Bees Childcare Centre is committed to improving the quality of life of both the local and wider community now, and in the future.

Our policy recognises that quality of life in the longer term is dependent on the health and quality of the local and global environment.

We also recognise that improvements in the standard of living of developed countries have, in part, been achieved through a wasteful use of resources and exploitation of fossil fuels across the world.

## This is contributing to:

- Global warming and climate change through greenhouse gases emitted by burning fossil fuels.
- Pollution of air, land, and water; and
- Loss of forests, soils, fish stocks and other resources through harvesting them more rapidly than they can regenerate.

All three of the above are acting to destroy ecosystems; the communities of interdependent plants and animals across the globe that help to regulate the environment and keep the planet fit for life.

We demonstrate our commitment to the environment by ensuring our activities are designed to reduce adverse impact and to use resources increasingly efficiently over time.

## In practice this means:

- Recycling where possible.
- Reducing and monitoring waste.
- Where possible, using equipment and resources that have been recycled.
- Discussing environmental issues with children,
- Ensuring, where possible, that our suppliers are committed to environmental issues; and
- Where possible, using eco-friendly products and produce.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Equality and Diversity Policy



## Promoting inclusion, equality, and valuing diversity

We actively promote inclusion, equality of opportunity and value diversity. All early years setting have legal obligations under the Equality Act 2010. Those in receipt of public funding also have public equality duties to eliminate discrimination, promote equality, foster good relations with individuals and groups with protected characteristics namely disability, race (ethnicity), religion and belief, sexual orientation, sex (gender), gender reassignment, age, pregnancy and maternity, marriage, and civil partnership. Settings also have obligations under the Prevent Duty (2015 updated 2023) which highlights the need to foster equality and prevent children from being drawn into harm and radicalisation.

**Promoting identity, positive self-concept, and self-esteem for all children through treating each child as an individual and with equal concern, ensuring each child's developmental and emotional needs are recognised and met.**

- Promoting inclusive practice to ensure every child is welcomed and valued.
- Discussing aspects of family/child identity with parents when settling in a new child.
- Maintaining a positive non-judgemental attitude and use of language with children to talk about topics such as family composition/background, eye and skin colour, hair texture, sex, gender, physical attributes, and languages spoken (including signing).
- Becoming knowledgeable about different cultures, and individual subjective perceptions of these and being able to reflect them imaginatively and creatively in the setting to create pride, interest, and positive self-identity.
- Discussing similarities and differences positively without bias and judgement.
- Celebrating festivals, holy days, and special days authentically through involving parents, staff, or the wider community to provide a positive experience for all.
- Providing books with positive images of children and families from all backgrounds and abilities. Avoiding caricatures or cartoon-like depictions, and ensuring individual differences are portrayed with sensitive accuracy. The central characters in individual stories should provide a positive, broad representation of diversity e.g. disability, ethnicity, sex and gender, age, and social backgrounds. Individual storylines should contain a range of situations which are easily identifiable by children such as those that include disabled children/adults, different ethnic groups, mixed heritage families, gender diversity, single sex/same and different sex families, multi-generational households, and cultural diversity.
- Providing visual materials, such as posters and pictures that provide non-stereotypical images of people, places and cultures and roles that are within children's range of experience. This includes photographs taken by staff of the local and wider community, of parents and families and local events.
- Using textiles, prints, sculptures, or carvings from diverse cultures in displays.
- Providing artefacts from a range of cultures, particularly for use in all areas of the setting, not just in the home corner.
- Ensuring toys, learning materials and resources reflect diversity and provide relevant materials for exploring aspects of difference, such as skin tone paints and pens.
- Developing a range of activities through which children can explore aspects of their identity, explore similarities, differences and develop empathy including:
  - self-portraits, photograph albums and displays showing a range of families
  - books about 'me' or my family
  - persona doll stories which sympathetically and authentically represent diversity
  - food activities, such as tasting and cooking, creating real menu additions
  - activities about real celebrations such as new babies, weddings, cultural and religious events
  - use of textiles and secular artefacts in the room, and to handle and explore, that demonstrate valuing of the cultures from which they come

- creating textiles such as tie dying, batik and creative use of textiles
- provide mirrors at different heights for non-ambulant children
- developing a music area with a variety of musical instruments for children to use to create a range of music.
- creating an art and mark making area with a variety of materials from other countries such as wood blocks for printing, Chinese calligraphy brushes etc.
- home corner play which encourages all children to equally participate and provides domestic articles from diverse cultures
- 'Dressing up' materials which promote non-gendered roles and enable children to explore different gender identities/gender neutrality
- providing dolls that sensitively and accurately portray difference such as disability and ethnicity
- use of a variety of music to play to children of different genres and cultural styles with a variety of musical instruments for children to access
- a language and literacy area with a variety of books, some with dual language texts and signs, involving parents in the translation where possible
- tapes with stories read in English and other languages
- examples of writing in other scripts from everyday sources such as papers and magazines, packaging etc. children's names written on cards in English as well as in their home language script where appropriate
- labels for children's paintings or other work are made with their name in English and home language script (parents can help with this)
- conversations with young children which explore unfamiliar objects and subjects to help foster an understanding of diversity and identity such as spectacles or hearing aids, religious and cultural practices
- Record keeping that refers to children's emerging bilingual skills or their use of sign language as achievements in positive terms.
- Record keeping that refers to children's differing abilities and identities in positive terms.
- Records that show the relevant involvement of all children, especially children with special educational needs and disabilities, those using English as an additional language and those who are 'more abled' in the planning of their care and education.

## **Fostering positive attitudes and challenging discrimination.**

- Young children are learning how to grow up in a diverse world and develop appropriate attitudes. This can be difficult, and they may make mistakes and pick up inappropriate attitudes or just get the 'wrong idea' that may underlie attitudes of 'pre-prejudice' towards specific individuals/groups. Where children make remarks or behave in a discriminatory or prejudice way or make inappropriate comments that arise from not knowing facts, staff should explain why these actions are not acceptable and provide appropriate information and intervention to reinforce children's understanding and learning.
- Where children make overtly prejudice or discriminatory remarks they are dealt with as above, and the issue is raised with the parents.
- When children wish to explore aspects of their identity such as ethnicity or gender, they should be listened to in an understanding and non-judgemental way.
- Parents are expected to abide by the policy for inclusion, diversity, and equality and to support their child in the aims of the setting.

## **Implementing an equality strategy to foster a 'can do' approach**

- Every setting should have an equality strategy in place outlining their vision on equality alongside a timetabled list of actions summarising how they build equality into the provision and how this is monitored and evaluated.
- An equality check and access audit are completed to ensure that there are no barriers to inclusion of any child, families, and visitors to the setting.

- Early years settings in receipt of nursery education funding are covered by the public sector equality duty. These bodies must have regard of the need to eliminate discrimination, promote equality of opportunity, foster good relations between disabled and non-disabled persons, and publish information to show their compliance with the duty.

**Promoting dynamic and balanced mixed gender, culturally, socially, and linguistically diverse staff teams who work constructively together in providing for diverse communities.**

- It is recognised that members of staff in diverse teams bring a range of views and opinions to the setting regarding a range of issues to do with the job. It is important that a range of views and perspectives are shared and respected in staff meetings and that decisions are made on which way of looking at the situation will result in the best outcomes for the child.
- Staff views are sought where these offer individuals, social and/or cultural insight, although staff should not be put in an uncomfortable position of being an 'expert' or 'ambassador'.
- Staff respect similarities and differences between each other and users such as ability, disability, religious and personal beliefs, sex, sexual orientation, gender reassignment etc. Staff do not discriminate or harass individuals on the grounds of these or encourage any other member of staff to do so; evidence of such will be dealt with by management immediately.
- Members of staff make the best use of different perspectives in the team to find solutions to difficult problems that arise in socially/culturally complex situations.
- Members of staff support each other to highlight similarities and respect differences.
- Members of staff of both sexes carry out all tasks according to their job description; there are no jobs that are designated men's or women's jobs.
- Staff are sensitive to the fact that male workers are under-represented in the early years workforce so may be more likely to experience inequality and discrimination.
- Staff should be aware that male workers may be more vulnerable to allegations. Therefore, work practices should be developed to minimise this. These practices are valuable for all staff.
- Where staff may feel threatened, or under attack, from discriminatory behaviour, staff and managers follow our procedure for Threats and abuse towards staff and volunteers.
- There is an ethos wherein staff, parents and children are free to express themselves and speak their own languages in ways that enhance the culture of the setting.

**Ensuring that barriers to equality and inclusion are identified and removed or minimised wherever possible.**

- Barriers may include:
  - lack of understanding - where the language spoken at the setting is not that which is spoken at a child's home
  - perceived barriers – affordability where parents are not aware of financial support available or assume that a service is not available to them. Perceived barriers may also be physical barriers for those children or parents with a disability or additional needs where they assume, they will not be able to access the service
  - physical barriers – where there are environmental features which stop a disabled child or disabled parent accessing the setting such as stairs
  - negative attitudes – stereotypes and prejudices or commitment by staff and managers to the time and energy required to identify and remove barriers to accessibility
  - unconscious and conscious bias of staff towards some families such as those from other backgrounds, disabled parents, same sex parents and families with specific religious beliefs
  - gendered views of staff which limit children's aspirations and choices

- misconceptions such as disabled children should not attend settings during a pandemic due to heightened risk
- lack of effective Information Communication Technology (ICT) in the homes of families who are vulnerable or at risk and therefore unable to keep in close contact with the childcare provider
- Staff are aware of the different barriers to inclusion and equality and consider the wider implications for children and their families.

### **Supporting children to become considerate adults**

- Children's social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and Universal values. The EYFS supports children's earliest skills in an age appropriate way to become social citizens, namely listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; risk taking behaviours, rules and boundaries; not to hurt/upset other people with words and actions; consequences of hurtful/discriminatory behaviour and regulating behaviour.

## **British values**

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the Early Years Foundation Stage and are further clarified here based on *Fundamental British values in the Early Years*

(<https://foundationyears.org.uk/wp-content/uploads/2017/08/Fundamental-British-Values-in-the-Early-Years-2017.pdf>)

*Democracy*: making decisions together

- For self-confidence and self-awareness (PSED), educators encourage children to see the bigger picture, children know their views count, value each other's views and values and talk about feelings e.g. when they do or do not need help.
- Supporting the decisions children make and providing activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds, where questions are valued and prejudice attitudes less likely.

*Rule of law*: understanding rules matter (PSED)

- Educators ensure children understand their and others' behaviour and consequence.
- Educators collaborate with children to create rules and codes of behaviour, e.g. rules about tidying up and ensure all children understand that rules apply to everyone.

*Individual liberty*: freedom for all (PSED & UW)

- Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, exploring facets of their own identity, talking about their experiences and learning. Educators encourage a range of experiences, allow children to explore the language of feelings and responsibility, reflect on differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

*Mutual respect and tolerance*: treat others as you want to be treated (PSED & UW)

- Staff create an ethos of inclusivity and tolerance where views, faiths, cultures, and races are valued, and children are engaged with the wider community.
- Children should acquire tolerance, appreciation, and respect for their own and other cultures; know about similarities and differences between themselves, others and among families, faiths, communities, cultures, and traditions.

- Staff encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural/racial stereotyping.

It is not acceptable to:

- actively promote intolerance of other faiths, cultures, and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children, or parents) that are not in line with the fundamental values of democracy, rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Equipment Policy



# Equipment Policy

## Statement of Intent

At Busy Bees Childcare Centre, we believe that high quality care is promoted by providing children with a safe and stimulating environment. The resources used to support this are clean and attractive as well as age, ability, and stage appropriate.

## Aim

We aim to provide children with resources and equipment that help to consolidate and extend their knowledge, skills, interests, and aptitudes within an environment that enhances their all-round skills ability.

## Method

In order to achieve this aim:

- We provide play equipment and resources that are safe and, where applicable, conform to BSEN safety standards or Toys (Safety) Regulation (1995)
- We provide a sufficient quantity of equipment and resources for the number of children.
- The setting is adequately spacious for purpose, as well as safe and secure.
- The atmosphere and environment are welcoming to children and parents/ carers.
- All staff have the responsibility to ensure that the setting is clean, well-ventilated, and maintained at the appropriate temperature.
- It is the Room leader's responsibility to ensure a daily risk assessment of the site is completed, to ensure that the facilities are maintained in a suitable state of repair and decoration.
- As far as possible, the premises should only be used by the children and adults concerned with the setting during the official opening hours.
- Where possible, the activities should be displayed in an open-plan layout, so that the children can move freely between activities.
- The setting should have adequate storage space to store equipment safely.
- The setting provides one toilets which includes hot and cold running water.
- The setting is provided with a telephone for emergency use by staff, parents/carers.
- We provide resources that promote all areas of children's learning and development, which may be child or adult led.
- We select books, equipment and resources that promote positive images of people of all races, cultures and abilities and are non-discriminatory and avoid racial and gender stereotyping.
- We provide play equipment and resources that promote continuity and progression, provide sufficient challenge, and meet the needs and interests of all children.
- We provide developed, natural, and re-cycled materials that are clean, in good condition and safe for the children to use.
- We provide furniture that is suitable for children and adults.
- We store and display resources and equipment where children can independently choose and select them.
- We check all resources and equipment regularly as they are set out at the beginning of each session and put away at the end of each session.
- We repair, clean, or replace any unsafe, worn out or dirty/damaged equipment
- We use the local library and toy library to introduce new books and a variety of resources to support children's interests.
- We plan the provision of activities and appropriate resources so that a balance of familiar equipment and resources plus exciting new challenges is offered.

## Outdoor Play

Our outdoor play area is used as part of our continuous provision. Any outdoor play will be carried out in a safe and secure place and will be supervised at all times. All outside play areas receive a daily risk assessment.

Outdoor play area must be well maintained; it is Room leaders and key worker's responsibility to report any problems with the outside area to the manager, who report it to the committee.

It is the staff's responsibility to keep the paths to the setting safe and clear, including free from snow or ice or litter and leaves.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# E-Safety



## E-Safety

**E-safety** (including all electronic devices with internet capacity)

### Online Safety

It is important that children and young people receive consistent messages about the safe use of technology and are able to recognise and manage the risks posed in both the real and the virtual world.

Terms such as 'e-safety,' 'online,' 'communication technologies' and 'digital technologies' refer to fixed and mobile technologies that adults and children may encounter, now and in the future, which allow them access to content and communications that could raise issues or pose risks. The issues are:

*Content* – being exposed to illegal, inappropriate, or harmful material

*Contact* – being subjected to harmful online interaction with other users

*Conduct* – personal online behaviour that increases the likelihood of, or causes, harm

### I.C.T Equipment

- The setting manager ensures that all computers have up-to-date virus protection installed.
- Tablets are only used for the purposes of observation, assessment, and planning and to take photographs for individual children's learning journeys.
- Tablets remain on the premises and are stored securely at all times when not in use.
- Staff follow the additional guidance provided with the system

### Internet access

- Children never have unsupervised access to the internet.
- The setting manager ensures that risk assessments in relation to e-safety are completed.
- Only reputable sites with a focus on early learning are used (e.g. CBeebies).
- Video sharing sites such as YouTube are not accessed due to the risk of inappropriate content.
- Children are taught the following stay safe principles in an age-appropriate way:
  - 1 only go online with a grown up
  - 2 be kind online **and** keep information about me safely
  - 3 only press buttons on the internet to things I understand
  - 4 tell a grown up if something makes me unhappy on the internet
- Staff support children's resilience in relation to issues they may face online, and address issues such as staying safe, appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- All computers for use by children are sited in an area clearly visible to staff.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at [www.iwf.org.uk](http://www.iwf.org.uk).

The setting manager ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.

## **Personal mobile phones – staff and visitors** (includes internet enabled devices)

- Personal mobile phones and internet enabled devices are not used by staff during working hours. This does not include breaks where personal mobiles may be used off the premises or in a safe place e.g., office.
- Personal mobile phones are switched off or on silent and stored in personal lockers, in the lockable Art Kitchen.
- In an emergency, personal mobile phones may be used in the privacy of the office with permission.
- Staff ensure that contact details of the setting are known to family and people who may need to contact them in an emergency.
- Staff do not take their mobile phones on outings, unless it is the Deputy or Manager, and it is only to be used for emergency contacts.
- Members of staff do not use personal equipment to take photographs of children.
- Parents and visitors do not use their mobile phones on the premises. There is an exception if a visitor's company/organisation operates a policy that requires contact with their office periodically throughout the day. Visitors are advised of a private space where they can use their mobile.

## **Cameras and videos**

- Members of staff do not bring their own cameras or video recorders to the setting.
- Photographs/recordings of children are only taken for valid reasons, e.g. to record learning and development, or for displays, and are only taken on equipment belonging to the setting.
- Camera and video use is monitored by the setting manager.
- Where parents request permission to photograph or record their own children at special events, general permission is first gained from all parents for their children to be included. Parents are told they do not have a right to photograph or upload photos of anyone else's children.
- Photographs/recordings of children are only made if relevant permissions are in place.
- If photographs are used for publicity, parental consent is gained and safeguarding risks minimised, e.g. children may be identified if photographed in a sweatshirt with the name of their setting on it.

## **Cyber Bullying**

If staff become aware that a child is the victim of cyber-bullying at home or elsewhere, they discuss this with the parents and refer them to help, such as: NSPCC Tel: 0808 800 5000 [www.nspcc.org.uk](http://www.nspcc.org.uk) or ChildLine Tel: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

### **Use of social media**

Staff are expected to:

- understand how to manage their security settings to ensure that their information is only available to people they choose to share information with
- ensure the organisation is not negatively affected by their actions and do not name the setting
- are aware that comments or photographs online may be accessible to anyone and should use their judgement before posting
- are aware that images, such as those on Snapchat may still be accessed by others and a permanent record of them made, for example, by taking a screen shot of the image with a mobile phone
- observe confidentiality and refrain from discussing any issues relating to work

- not share information they would not want children, parents, or colleagues to view
- set privacy settings to personal social networking and restrict those who are able to access
- not accept service users/children/parents as friends, as it is a breach of professional conduct
- report any concerns or breaches to the designated person in their setting
- not engage in personal communication, including on social networking sites, with children and parents with whom they act in a professional capacity. There may be occasions when the practitioner and family are friendly prior to the child coming to the setting. In this case information is shared with the manager and a risk assessment and agreement in relation to boundaries are agreed

## **Use/distribution of inappropriate images**

- Staff are aware that it is an offence to distribute indecent images and that it is an offence to groom children online. In the event of a concern that a colleague is behaving inappropriately, staff advise the designated person who follow procedures Allegations against staff, volunteers, or agency staff.

## **Key person supervision**

- During supervision staff can discuss any concerns they have about inappropriate behaviour displayed by colleagues but must never delay until a scheduled supervision to raise concerns.
- Staff are reminded of the need to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children that have occurred during their employment. New information is referred immediately to the designated officer.

## **Recording**

- Key person supervision discussions are recorded and is retained by the supervisor and a copy provided to the key person.
- The key person and supervisor must sign and date the minutes of supervision within 4-6 weeks of it happening and disagreements over recorded content must be minuted.
- Each member of staff has a supervision file that is stored securely at all times.
- Concerns raised during supervision about an individual child's welfare may result in safeguarding concerns not previously recognised as such, these are recorded on a Safeguarding incident reporting form and placed on the child's file. The reasons why the concerns have not previously been considered are explored.
- Additional safeguarding or welfare decisions made in relation to a child during supervision are recorded on the individual case file. The supervisor (if not the designated person) should ensure the recording is made and the designated person is notified.

## **Checking continuing suitability**

- Supervisors check with staff if there is any new information pertaining to their suitability to work with children, including any changes in relation to their household members. This only needs to be recorded on the supervision meeting record.
- Where staff are on zero hours contracts or are employed as and when needed, their line manager completes the staff suitability self-declaration form quarterly, and/or at the beginning of every new period of work.
- Regarding the use of agency staff/support workers/self-employed persons there is an expectation that as part of the agreement with agencies they have sought information regarding their employee's suitability to work with children. Line managers must review this regularly.
- The position for students on placement is the same as that for agency staff

## **Exceptional Circumstances**

Where exceptional circumstances prevent staff from conducting supervision as outlined in this procedure, the manager is informed in writing, a copy placed on the supervision file and the appropriate actions agreed to ensure that the setting meets its obligations within the EYFS.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Essential Contractor/ Work Person Policy



# Essential Contractor/ Work Person Policy

## Maintenance and repairs

Any faulty equipment or building fault is recorded, including:

- date fault noted
- item or area faulty
- nature of the fault and priority
- who the fault reported to for action
- action taken and when
- if no action taken by the agreed date, when and by whom the omission is followed up
- date action completed

Any area that is unsafe because repair is needed, such as a broken window, should be made safe and separated off from general use.

- Any broken or unsafe item is taken out of use and labelled 'out of use'.
- Any specialist equipment (e.g. corner seat for a disabled child) which is broken or unsafe should be returned to the manufacturer or relevant professional.
- Any item that is beyond repair is condemned. This action is recorded as the action taken and the item is removed from the setting's inventory.
- Condemning items is done in agreement with the setting manager. Condemned items are then disposed of appropriately and not stored indefinitely on site.
- Where maintenance and repairs involve a change of access to the building whilst repairs are taking place, then a risk assessment is conducted to ensure the safety and security of the building is maintained.

As far as practicable and possible any work is to be carried out during the closure of the setting, e.g. before 8:30am and after 3pm, alternatively during weekends or public/bank holidays.

For all works (excepting emergency works) the setting must have at least 24 hours' prior notice. The manager will try to arrange any works to be carried out at the most convenient time in order to accommodate the children's needs and their safety. If it is not possible to allow works at the time requested, an alternative time and date will be offered.

The manager and the contractor/work person will discuss the works required, time frame and the impact on the children's routine, with regard to the need to safeguard the child's privacy, dignity, safety, and well-being.

**Any contractor/ work person MUST report to the manager (Or the deputy) in the first instance. They will then be required to sign in and out of the setting-dates and times are to be included.**

Contractors/ work people will be asked to leave either their mobile phone in the locked office or to leave it in their vehicle/off the premises. This is in line with Busy Bees Childcare Centre's company policy that ensures mobile phones are NOT allowed in any children's areas of the setting. Phones are not to be placed in a pocket with easy access.

It is preferable for any contractor/ work person to have a current CRB/DBS. If they have a relevant document, they are asked to provide the manager with a copy in order for this to be checked and record the details.

**CONTRACTORS/ WORK PEOPLE MUST NEVER BE LEFT ALONE WITH ANY CHILDREN.**

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

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Name of signatory

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Role of signatory (e.g. chair, director, or owner)

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# Face Painting and Mehandi Policy



## Face painting and mehndi

Children are face painted only if parents have given prior written consent. Verbal consent is fine at events where parents are present.

- A child who does not want to have their face painted will not be made to continue.
- Children under two years of age are generally not fully face painted, however a nose and whiskers (or similar) is fine. Having an arm or hand painted with a flower, star or butterfly is also an option for very young children who may not sit still.
- Children with open sores, rashes or other skin conditions are not painted.
- Glitter based face paints are not used on children under two years of age.
- Members of staff painting children's faces wash their hands before doing so, cover any cuts or abrasions and ensure they have the equipment they need close to hand.
- Only products with ingredients compliant with EU and FDA regulations are used.
- Clean water is used to wash brushes and sponges between children. Ideally a sponge is used once only before being machine washed on a hot cycle.
- Staff face painting at an event ensure they have a comfortable chair or shoes if standing, to reduce the risk of back or neck strain. Face painting is an activity that can cause repetitive stress injuries; therefore, regular breaks are not taken at events such as fetes.

## Mehndi painting

- Staff never mehndi paint children under three years old using henna/henna-based products.
- Parental permission must be gained before staff mehndi paint children over the age of three years old.
- Children prone to allergies, anaemic or suffering from any illness that may compromise their immune system are never painted under any circumstances.
- Black henna is never used and only 100% natural red henna (diluted with water) is used on children
- It is preferable that non-henna products are used to create mehndi patterns but if the setting operates in an area where mehndi is practiced by families and the criteria above is followed then henna may be used.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Fees Policy



# BUSY BEES' CHILDCARE CENTRE FEES POLICY

## Statement of intent

Our intention is to provide children with an environment they can feel safe and secure in. It is our intention to make sure all fees are kept up to date, in order that we are able to perform our duties to the best of our abilities and maintain the financial running of the nurseries.

## Aims

Our aim is to provide the best care and education for your child/ren, to do this we need to:

- Maintain correct staff/child ratios as dictated by National standards
- Employ staff with an appropriate level of training, experience and qualification
- Replenish resources on a regular basis
- Use fees in appropriate areas for the benefit of the children's care and education
- Maintain a safe and healthy environment

## Procedures - Collection of Fees

Invoices will be made available for collection by the 20<sup>th</sup> of each month and it is the parents/carers responsibility to ensure they collect their invoice from a staff member in their child's nursery room. If invoices are delivered electronically, it is the responsibility of the parent/carer to ensure they view their invoice in a timely manner.

Fees are payable on the 1st day of each month.

Fees are payable one month in advance i.e. December's invoice should be paid by 1st December.

Fees are charged for term time only and are not charged for any school holiday period.

Fees are payable in full for the days your child is booked into the nursery, including days when your child is absent due to illness or holidays.

Refunds of fees will not be made in the case of closure of the nursery due to circumstances beyond its control i.e. due to consideration for individual's safety in circumstances such as snow/ice.

Parents/carers will be notified of any closures as soon as reasonably possible.

Fees are charged for any extra sessions of care required and will be invoiced separately.

If you wish to relinquish your child's place or decrease sessions on a permanent basis, the nursery requires one month's written notice.

The notice period is taken from date of receipt of written notice.

The notice period, when relinquishing a place at the nursery, is based on term time weeks only. School holiday periods are not included in any notice period.

Any increase in fees will be notified in advance via a letter addressed to parents and carers subsequent to agreement and endorsement of any such rise by the manager and committee.

Non-payment of fees and failure to engage with BBCC Financial Hardship policy will jeopardise your child's place at the nursery.

Payment is accepted as bank transfer or cash.

Fees are banked by BBCC. It is the parent/carer's responsibility to ensure that sufficient funds are available.

### **Late/non-payment of fees**

#### **The process for late/non-payment of fees is as follows.**

When payment has not been received within 1 week of payment due date, the parent/carer will be asked to speak to the Management team about any difficulties the parent/carer may be having in paying the fees.

We will give the opportunity for the parent/carer to organise payment in instalments please see below Financial Hardships details, this will be discussed on an individual basis.

If the problem is not resolved within three weeks of the payment due date, the Management team will take action to recoup the outstanding balance, this will be done by giving the parent a letter before action, if the parent doesn't engage with the letter before action within 14 days of it being sent, the management team will issue a small claim courts application, this will then be taken out of our hands and the small claim courts will intervene, if you do not engage with the small claim courts request, the outstanding balance can then go to a County Court Judgement (CCJ). The cost of a small claims court and a CCJ will be added to the outstanding balance, if a staff member must attend a CCJ hearing then a £20.00 payment will be added to the outstanding balance.

Any unpaid fees will be pursued.

### **Financial Hardship**

#### **Background**

BBCC is a charity-based service. We understand that there can be times when our customers, through no fault of their own, may be struggling to pay their childcare costs. This Financial Hardship Policy outlines the minimum standards we will adopt in dealing with customers who are experiencing hardship. The policy is freely available by contacting us directly by phone or mail. If you are in a situation of genuine financial hardship and cannot pay your childcare bill, please contact us urgently on [01799 523542](tel:01799523542) or message [07947111589](tel:07947111589) or email [bees.busy@yahoo.co.uk](mailto:bees.busy@yahoo.co.uk) so that we can do our best to help you.

#### **Definition**

We define financial hardship as:

1. Where you tell us you are experiencing difficulty paying your bill.
2. Where your payment history suggests difficulties with payments.

#### **Our customer values**

We recognise that for a whole variety of reasons you might find yourself in times of genuine financial hardship and unable to pay your childcare bills. Our hardship policy is in place to help and support you. We will try and find workable solutions to help you that are fair, equitable, effective and lasting for both you and us.

#### **Our approach**

Our approach is to treat you with courtesy and respect. We understand that if you are faced with financial stress things need to be managed both with timelines (to prevent further escalation of the situation) and with the utmost sensitivity.

We will ensure that you are fully informed of your rights and obligations under the terms of your contract, including your rights and obligations under this hardship policy, in relation to:

1. Additional time to pay.
2. Instalment plans.
3. Government programs if applicable.
4. Payment options.

#### Availability

Our Financial Hardship Policy is available to you at any time that you are experiencing temporary or more permanent financial hardship, resulting in non-payment of your childcare bills. We will make every effort to assist you in such circumstances. Please call us 01799 523542 or message 07947111589 or email bees.busy@yahoo.co.uk for assistance.

#### Early alert to your potential hardship issues

We issue invoices monthly, which alert us early to potential problems when you do not make your childcare bill payment. We welcome early approaches by customers experiencing financial hardship so that this policy can be implemented. There are several actions which can be taken to alleviate financial burdens arising from your use of childcare.

#### Additional time to pay

An extension of time to pay your bill may be arranged, at our discretion, for some or all the amount owed. Our senior management representative who is responsible for your case is authorised to make this decision. All discussions with you will be confidential.

#### Instalment plans

We can also provide you with the facility to pay amounts in arrears on an agreed instalment plan. In agreeing an instalment plan with you, we will agree the period of the plan, the amount of the instalments (reflecting your needs and your capacity to pay), the number of instalments, and details of the method of instalment calculation. We will review progress on your plan and agree with you any plan changes to adjust for circumstances.

#### **Our clear message to you is this:**

If you find yourself in financial difficulty and you cannot pay your childcare invoice, please contact us for assistance as soon as you can and before the invoice is due for payment. Our number is 01799 523542 or message 07947111589 or email bees.busy@yahoo.co.uk

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

N.Schultze

Name of signatory

Role of signatory (e.g. chair, director, or owner)

Chairperson

# Festival (and other) decorations Policy



## Festival (and other) decorations

### General

- Basic safety precautions apply equally to decorations put up for any festival as well as to general decorations in the setting. Children are informed of dangers and safe behaviour, relative to their level of understanding.

### Decorations

- Only fire-retardant decorations and fire-retardant artificial Christmas trees are used.
- Paper decorations, other than mounted pictures, are not permitted in the public areas of the buildings, for example, lobbies, stairwells etc.

### Electrical equipment.

- Electrical equipment (a light, extension leads etc) must be electrically tested before use.
- If using tree lights, place the tree close to an electrical socket and avoid using extension leads. Always fully uncoil any wound extension lead to avoid overheating.
- Remember to unplug the lights at the end of the day.
- Electrical leads are arranged in such a way that they do not create a trip hazard.

### Location

- Trees and decorations must never obstruct walkways or fire exits.
- Do not place decorations on or close to electrical equipment (e.g. computers); they are a fire hazard.
- Decorations must be clear of the ceiling fire detectors, sprinklers, and lights.

### Children's areas

- Christmas trees and other free-standing decorations are placed where children cannot pull them over.
- Glass decorations are not used.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Fire safety Policy



# Fire safety policy

**Designated Fire Marshalls is Sgt Issac Amoako- 35 Welfare SNCO.**

## Aim

Our provision is a suitable, clean, and safe place for children to be cared for, where they can grow and learn. We meet all statutory requirements about fire safety and fulfil the criteria for meeting the relevant Early Years Foundation Stage Safeguarding and Welfare Requirements.

## Objectives

- We recognise that we have a corporate responsibility and a duty of care for those who work in and receive a service from our provision, but individual employees and service users also have a responsibility to ensure their own safety as well as that of others. Risk assessment is the key means through which this is achieved.
- A fire safety risk assessment is carried out by a competent person in accordance with the Regulatory Reform (Fire Safety) Order 2005.
- A Fire Log is completed and regularly updated.
- Necessary equipment is in place to promote fire safety.

## Fire safety

- The setting manager has access to, or a copy of, the fire safety procedures specific to the building and ensure they align with these procedures. The setting manager makes reasonable adjustments as required to ensure the two documents do not contradict each other.

## Fire safety risk assessment

Fire safety risk assessment form is carried out in each area of the setting by a competent person using the five steps to fire safety risk assessment as follows:

1. Identify fire hazards
  - Sources of ignition.
  - Sources of fuel.
  - Sources of oxygen (including oxygen tanks for disabled children).
2. Identify people at risk
  - People in and around the premises.
  - People especially at risk including very young babies, less ambulant disabled children or those using specialised equipment, such as splints, standing frames.
3. Evaluate, remove, reduce, and protect from the risk
  - Evaluate the risk of the fire occurring.
  - Evaluate the risk to people from a fire starting on the premises.
  - Remove and reduce the hazards that may cause a fire.
  - Remove and reduce the risks to people from a fire.
4. Record, plan, inform, instruct, train
  - Record significant findings and action taken.
  - Prepare an emergency plan.
  - Inform and instruct relevant people; inform and co-operate with others.
  - Provide training.

## 5. Review

- Keep assessment under review and revise when necessary.

The fire safety risk assessment focuses on the following for each area:

- Electrical plugs, wires, sockets.
- Electrical items.
- Gas boilers.
- Cookers.
- Matches.
- Flammable materials, including furniture, furnishings, paper etc.
- Flammable chemicals (which are also covered in COSHH).
- Means of escape.
- Any other, as identified.

### **Fire safety precautions include:**

- All electrical equipment is checked by a qualified electrician annually.
- Any faulty electrical equipment is taken out of use and recorded as such or condemned (whichever is necessary).
- Sockets are covered. This is different to using plug sockets inserts, a socket cover, covers the whole socket, including the switch and is safe to use.
- Water and electrical items do not come into contact; staff do not touch electrical items with wet hands.
- All fire safety equipment is checked annually.
- Gas boilers are checked and serviced annually by a Gas Safe registered engineer.

### **Fire Drills**

- Fire Drills (to include emergency evacuation procedures and lock down) are held at least termly.
- Drills are recorded, including:
  - date of drill
  - staff involved and numbers of children
  - how long it took to evacuate
  - any reason for a delay in achieving the target time and how this will be remedied

### **Fire precautions**

- Fire exit signs are the green 'running man' signs and are in place and clearly visible.
- Fire exits by doors are those that show a green light at night.
- Fire doors are not locked during normal working hours.
- Fire evacuation notices are in every room; these are displayed in print large enough to read from a short distance. They say where the assembly point is.
- Fire alarms are in place and tested monthly, and where necessary supplemented with visual warnings. This is recorded.
- Smoke alarms are in place and tested monthly.
- A fire blanket is in place in the kitchen (and any other location where there is a cooker).
- Fire extinguishers are in place and are appropriate

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# First Aid, Medication and Sickness Policy



## First Aid, Medication and Sickness Policy

At all times, at least one member of staff with a current first aid certificate (relevant to young children and infants) is on the premises at Busy Bees Childcare Centre. At least one suitably qualified member of staff will also accompany all outings. The first aid qualification includes first aid training for infants and young children.

### Our first aid kit:

- Complies with the Health and Safety (First Aid) Regulations 1981.
- Is regularly checked by a designated member of staff and re-stocked etc.
- Is easily accessible to adults.
- Is kept out of the way of children.

At the time of admission to the setting, parents/carers written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.

### Our accident forms:

- Are kept safely and accessible
- Are known to all staff, including how to complete it
- Are reviewed at least half termly to identify any potential or actual hazards.

Ofsted is notified of any injury requiring treatment by a GP or hospital, as well as in the extremely unlikely circumstances of the death of a child or adult. Confidentiality will always be adhered to. This is a requirement of registration, from the Early Years Foundation Stage.

### Accident Procedure

All accidents must be recorded on the appropriate forms. This is to ensure legal compliance and appropriate gathering of information needed to inform all relevant persons. Detailed records will be kept of any accidents, which will outline how the accident occurred, any injury sustained, time, treatment, and follow-up process. Parents are required to sign the entry when they arrive to collect their child, unless it is a bumped head then the parents are to be contacted after a bumped head and sign the bumped head form at collection.

Depending on the accident and impact on the child, parents will be informed immediately.

### Sickness and Medicine Policy

If a child becomes ill whilst they are attending the setting, they will be monitored (e.g. taking the child's temperature on a regular basis) and if it is felt that it is not beneficial for them to continue with us that day, the Room Leader will phone the parent/carer and inform them of the situation.

Parents must notify us immediately if they are aware that their child has a contagious illness, even if it has yet to be confirmed by a doctor. If a child has such an illness, we will require written, medical confirmation that they are fit to return to the setting.

Children suffering from sickness, diarrhoea, high temperature or the possibility of being infectious must refrain from attending the setting until they are clear from the symptoms for at least 48 hours.

If a child has been sent home from Busy Bees Childcare Centre due to ill health, they should not be re-admitted until the child is suitably recovered or until the GP says they can return.

The setting will only administer prescribed medicine (doctor, dentist, nurse, or pharmacist) which is clearly labelled with the child's name, medicine type, amount to be administered and the correct date. No un-prescribed or over the counter medicine given by a parent/carer will be administered.

The exception to this would be if your child develops a seriously high temperature. In this situation, up to a maximum of 5ml of a paracetamol designed for children, such as Calpol, would be administered if the

parent/carer has given the setting prior consent. We will also attempt to reduce the temperature by tepid sponging and giving fluids and request parents/carers attendance as soon as possible.

If a parent/carer wishes their child to be given paracetamol in this situation, they must complete a consent form. Verbal consent is inadequate; no matter what situation arises. Parents/carers must be informed at all times before paracetamol is given and this will only be administered by the management team and cross checked by a member of staff. However, this procedure will only be completed in the event of an emergency.

If a child is taking antibiotics, they must be kept away from the setting for at least 48 hours to enable the medicine to take effect.

Parents/carers of a child who requires prescribed medicine during their time with us must complete a medicine form each day. If this form is not completed daily, and signed by the parent/carer, the medicine will not be administered. Details of when the last dosage was given must be reported and recorded when the child arrives at the setting. However, if the medicine is a long-term arrangement than a specific consent form may be used.

A full risk assessment will be carried out by the setting to make sure that we can fully support any children with short, medium, and long-term medical conditions. We will work closely with parents and any other health professional to fully meet the needs of all children. Where necessary, staff will receive extra training to support children with their medical conditions and, if appropriate, learn techniques to administer medicine and specific medical care plan, which will be completed by the key person and parent and supervised by the SENCO. Where it is age, stage and ability appropriate the child's opinion will be included within their care plan.

Children will be administered the correct dose by a senior member of staff, which will be witnessed by another member of staff. They will both sign and record the time accurately.

On collecting their child, parents/carers must sign to say that they agree that the medicine has been administered.

If a child has a severe allergy and requires epinephrine, then training must be completed by the child's key person and other staff. Unless training is completed the child's attendance at the setting will be delayed.

Any injury to a child or parent requiring a GP or hospital visit is reported to the local office of the Health and Safety Executive and Ofsted.

We meet our legal requirements for the safety of our employees by complying with RIDDOR.

### **We report to the local office of the Health & Safety Executive:**

- Any accident to a member of staff requiring treatment by a GP or hospital; or
- Any dangerous occurrences (e.g. an event which does not cause an accident but might have done)

Children's prescribed medicines are stored in their original containers, are clearly labelled and are not accessible to the children.

If the administered prescription requires medical knowledge, training will be provided for the relevant member of staff by a health professional, for example, the use of an EpiPen

## **Medical Guidelines**

**The following diseases are notifiable under the Public Health (Control of Disease) Act 1984 or the Public Health (Infectious Diseases) Regulations 1988.**

- Acute Encephalitis
- Acute Poliomyelitis
- Anthrax
- Cholera
- Diphtheria
- Dysentery

- Food Poisoning
- Leptospirosis
- Malaria
- Measles
- Meningitis
- Meningococcal
- Pneumococcal
- Haemophilus Influenzae
- Viral Meningococcal Septicaemia (without meningitis)
- Mumps
- Ophthalmia neonatorum
- Paratyphoid fever
- Plague
- Rabies
- Relapsing fever
- Scarlet fever
- Smallpox
- Tetanus
- Tuberculosis
- Typhoid fever
- Tuberculosis
- Typhoid fever
- Viral haemorrhagic fever
- Viral hepatitis
- Hepatitis A
- Hepatitis B
- Hepatitis C
- Whooping cough
- Yellow fever

**Leprosy is also notifiable, but directly to the Health Protection Agency**

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Food and Drink Policy



# Food and Drink Policy

## Statement of Intent

Busy Bees Childcare Centre regards mealtimes and snacks as an important part of the day. Eating represents a social time for children and adults and helps children to learn about healthy eating.

## Aim

At mealtimes and snack times, we aim to provide nutritious food, which meets the children's individual dietary needs. We aim to meet the full requirements of The Early Years Foundation Stage related to healthy eating.

## Methods

Before a child starts at the setting we find out from parents/carers their children's dietary needs, including any allergies.

We record information about each child's dietary needs on their registration record and parents/carers sign the record to confirm that it is correct.

We regularly consult with parents/carers to ensure that our records are up to date. Parents/carers sign the updated record to confirm this.

We display current information about individual children's dietary needs so that all staff are fully informed

We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and parents/carers wishes.

We provide nutritious food at all snack times, avoiding large quantities of fat, sugar and salt and artificial additives, preservatives, and colourings.

## We include the following elements in meals:

- Essential minerals and vitamins in raw foods, salads, and fruits
- Foods from the diet of the children's cultural background, providing children with familiar foods and introducing them to new ones.
- Through discussion with parents/carers and research reading by staff, we obtain information about the dietary rules of the religious groups to which children and their parents/carers belong, plus of vegetarians and vegans and about food allergies. We take account of this information in the provision of food and drinks.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of their diet or allergy. Staff also discuss differences with children and have conversations with children on food preferences, be they philosophical, dietary or health.
- We organise snack times to help children develop independence through making choices, serving food and drink, and feeding themselves.
- We provide children with utensils that are appropriate for their age and stage of development and that take into account cultural eating practices.
- We have fresh drinking water available at all times for the children. We inform the children about how to obtain water and that they can ask for water at any time during the day. In addition, we explain why drinking water keeps them hydrated.
- We have rules about children sharing and swapping their food with anybody else in order to protect children with food allergies.
- We ensure a member of staff is sitting at the table during snack and lunch time and are supporting and interacting with the children in a calm and quiet voice.

## No Nuts Policy

- At the setting we endeavour to ensure that there are no nuts or nut traces in any of our food.
- Parents/carers must confirm with Busy Bees Childcare Centre that, if sending cakes etc. to setting for their child's birthday, they do not contain any nuts or nut traces and must list the ingredients.

## Kitchen opening and closing checks lists

Enter a tick in each box if satisfactory enter a x in any box that isn't satisfactory then initial at the end of the check list.

### TO BE COMPLETED DAILY

Opening checks date:					
Personal Hygiene:					
Hands Washed					
Clean Apron					
Hair tied back/ hair net on					
Fridge/Freezers Working properly					
Temperature checked-record temps.					
Appliances working:					
Mini cooker					
Microwave					
Kettle					
Dishwasher					
Cloths clean					
Dish					
Surface					
T-towels					
Children's food allergies checked					
Food fresh and in date					
No physical/chemical/pest contamination of stored food					
Unused food put away correctly					
Leftover food and past sell-by-date food discarded					
Crockery and utensils washed up and put away dry					
Rubbish removed/ bin cleaned					
Dirty cloths removed for washing and replaced					
Work surface clean and disinfected					
Floors clean					

Report any problems here

Action taken

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Food for play and cooking activities



## Food for play and cooking activities

Some parents and staff may have strong views about food being used for play. It is important to be sensitive to these issues. For example, children who are Muslim, Jewish, Rastafarian, or who are vegetarian, should not be given any food to play with that contains animal products (Gelatine). Parents' views should be sought on this. In some cases, it is not appropriate to use food for play at all, particularly in times of austerity.

- Food for play may include dough, corn flour, pasta, rice, food colourings/flavourings.
- Jelly (including jelly cubes) is not used for play.
- Food for play is risk assessed against the 14 allergens referred and is included in the written risk assessment undertaken for children with specific allergies.
- Staff are constantly alert to the potential hazards of food play, in particular choking hazards and signs of previously undetected allergies.
- Pulses are not recommended as they can be poisonous when raw or may choke.
- The use of raw vegetables for printing is discouraged.
- Dried food that is used for play should be kept away from food used for cooking.
- Foods that are cooked and used for play, such as dough, have a limited shelf life.
- Cornflour is always mixed with water before given for play.
- Cornflower and cooked pasta are discarded after an activity; high risk of bacteria forming.
- Utensils used for play food are washed thoroughly after use.

## Children's cooking activities

- Before undertaking any cooking activity with children, members of staff should check for allergies and intolerances by checking children's records.
- Children are taught basic hygiene skills such as the need to wash hands thoroughly before handling food, and again after going to the toilet, blowing their nose, or coughing.
- The area to be used for cooking is cleaned; a plastic tablecloth is advised.
- Children should wear aprons that are used just for cooking.
- Utensils provided are for children to use only when cooking, including chopping/rolling boards, bowls, wooden spoons, jugs, and are stored in the kitchen.
- Members of staff encourage children to handle food in a hygienic manner.
- Food ready for cooking or cooling is not left uncovered.
- Cooked food to go home is put in a paper food bag or clingfilm and refrigerated until home time.
- Food play activities are suspended during outbreaks of illness.

This policy was adopted by

Busy Bees Childcare Centre

On

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

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Name of signatory

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# Health and Safety Policy



## Health and safety policy

Rebecca Browne (Manager) and Penni Purkhardt (Deputy Manager) are responsible for ensuring our Health and Safety Policy is implemented. Their roles are to be vigilant to potential hazards at all times

### **RISK ASSESSMENT Policy Statement**

We believe that the health and safety of children and adults is of paramount importance, and we take all reasonable steps to ensure that they are not exposed to risks. We make our setting a safe and healthy place for children, parents, staff, visitors, and volunteers by identifying the hazards and minimising the risks to prevent harm. This enables the children to thrive and staff to work in a healthy and safe environment. (A hazard is anything with the potential to cause harm and risk is the likelihood or chance that the hazard will cause harm).

The basis of this policy is risk assessment. Risk assessment processes follow five steps as follows:

- Identification of the hazard: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, volunteers etc?
- Assessment as to the level of risk - high, medium, or low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce or eliminate the risk: What do we need to do, or ensure others will do, in order to reduce that risk?
- Monitoring and review: How do we know if what we have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Procedures Our risk assessment process covers adults and children and includes:

- determining where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice, and to demonstrate how we are managing risks if asked by parents and/or carers and inspectors;
  - checking for and noting hazards and risks indoors and outside, and in our premises and for activities; and on outings;
  - assessing the level of risk and who might be affected;
  - deciding which areas need attention; and
  - developing an action plan that specifies the action required to remove or minimise the risk, the timescales for action, the person responsible for the action and any funding required. Regular Risk Assessments A written daily risk assessment of health and safety issues is conducted by a member of staff before the session begins each day.
- These risk assessments cover all aspects of our environment including the indoor and outdoor area and equipment. As part of our Health & Safety policy, all staff are required to assess the associated risks of any activity or environment at the start of any session or as routines change throughout the day. It is their responsibility to make safe any activity or environment by implementing suitable

control measures to reduce or eliminate any risk. If they have any Health & Safety concerns regarding any activity or environment, they should report these immediately to the Health & Safety representatives named above

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Busy Bees Childcare Centre

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(date)

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# Health and Safety II

## Policy



## Health and safety policy 2.

**GENERAL STANDARDS** Policy Statement We believe the health and safety of children and adults is of paramount importance. We make our Nursery a safe and healthy place for children, and adults.

We aim to make children, parents, staff, volunteers, and visitors aware of health and safety issues and to minimise the hazards and associated risks. This enables the children to thrive and staff to work in a healthy and safe environment.

### Procedures

- Regular safety monitoring will include reviewing the Accident Book and Accident Forms.
- All adults are aware of the system in operation for the children's arrival and departure. A staff member will be at the door during these periods. Children will be handed back to parents (or other authorised adults) as they arrive to collect them.
- A register of both adults and children is completed as people arrive so that a complete record of all those present is available in any emergency.
- The ratio of adults: children is adhered to at all times both inside and out.
- At least two adults are present when children are on the premises.
- All our permanent qualified members of staff are trained and qualified as Paediatric First Aiders.
- An appropriately stocked first aid box is available at all times. Additional First aid equipment is kept in the filing cabinet in the office.
- Health & Safety policies are made available to the parents of new children so that they understand the part played by these issues in the daily life of the Nursery.
- Children are made aware of health and safety issues through discussions, planned activities and routines.
- Adults do not have hot drinks in the same room as the children.

### Smoking & Vaping Policy

- The Nursery is a no-smoking environment. We also do not allow vaping or the use of e-cigarettes. This is both indoor and outdoor.
- All staff, parents, visitors, and volunteers are made aware of our no-smoking policy.
- We display no-smoking signs.
- Staff who smoke do not do so during working hours or on the premises at any time.
- Staff who smoke during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.

### Staff Medication

- Staff or volunteers taking any medication, either short-term or on-going, for medical conditions should declare this straightaway by completing a "Personal Details Form".
- The Nursery Manager should then complete a "Staff Medication Risk Assessment Form" for each medication being taken.
- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- All medication, prescribed or otherwise, must be stored safely by staff or volunteers in their locker.

### Alcohol and Other Substances

- The use and storage of alcohol, or other substances, is not permitted within Nursery.
- Staff or volunteers must not be under the influence of alcohol, or any other substance, which may affect their ability to care for children.
- If we have reason to believe that a member of staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.
- We will not release a child to a parent or carer who appears to be under the influence of alcohol or any other substance. In these circumstances, we will follow our "Late Collection of Child Procedure".

### Premises

- We ensure that our premises is fit for purpose and suitable for the age of the children we care for and the

activities we provide.

- We organise our premises and equipment to meet the needs of the children.
- We regularly conduct a site survey of our building and garden to identify repairs or improvements required.
- We display the correct safety signage.
- Staff may take their breaks away from the children in the office or if they so wish can go home for lunch.
- We have an Emergency Evacuation Handbook

#### Windows

- Low level windows are made from materials that prevent accidental breakage or are made safe.
- Windows are protected from accidental breakage or vandalism from people outside the building.
- Windows are secured so that children cannot climb through them.

#### Doors

- We take precautions to prevent children's fingers from being trapped in doors.
- The internal locks and latches on doors are checked and set as required at the beginning of each session.

#### Floors

- All floor surfaces are checked daily to ensure they are clean and not wet. Any wet spillages on the floor are dealt with as soon as possible to prevent slips
- Floors are also checked daily to ensure they are not uneven or damaged to prevent trips.

#### Electricity, Water and Gas

- All electrical and gas equipment conforms to safety requirements.
- Our portable electrical equipment is PAT tested annually.
- We comply with the Electricity at Work Regulations by conducting periodic Fixed Wire Testing to maintain a safe electrical system.
- Our gas boiler is serviced, and safety checked annually by Vivo.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Radiators, electric sockets, wires, and leads are properly guarded, and the children are taught not to touch them
- There are sufficient sockets to prevent overloading.
- We switch electrical devices off from the plug after use.
- The temperature of hot water is controlled to prevent scalds.
- We understand the health risks associated with legionella in water systems. We take the necessary steps to risk assess, manage, and control any risks identified and keep the necessary records.

#### Lighting

- Lighting and ventilation are adequate in all areas including storage areas.
- Emergency lighting is installed and is regularly checked.

#### Storage

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

#### Outdoor Area

- We have an outdoor play area. Outdoor activities are planned and taken out on a daily basis.
- Our outdoor area is securely fenced.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides, and pesticides.
- Where water can form a pool on equipment, it is emptied before children start playing outside.
- Our outdoor sand pit is covered when not in use and is checked daily
- All outdoor activities are supervised at all times.
- We check all children are suitably attired for the weather conditions.

#### Sun Safe

- We are committed to a sun safe environment at Nursery.

- We promote this through working with parents, staff, and children to improve our understanding and provision to avoid the harmful effects of too much exposure to ultraviolet light (UV).
- Staff act as positive role models and set a good example by seeking out shade whenever possible and wearing suitable clothing, hat, and sunscreen.
- The outdoor area has shade provided by the outdoor shelter and we use temporary structures such as gazebos for use during outdoor play.
- Children are encouraged to use the shaded areas during outdoor play when appropriate.
- Children are encouraged to wear clothes that provide good sun protection.
- Parents are requested to provide the Nursery with appropriate labelled sun hats and sunscreen for their child.
- We provide spare sun hats and quality sunscreen that we may apply to children.
- Children are encouraged to increase their water intake in hot weather.

#### Hygiene

- We seek information from Public Health England to ensure that we keep up to date with the latest recommendations.
- Our daily routines encourage the children to learn about personal hygiene.
- Hands are washed after using the toilet.
- Children do not have access to the kitchen.
- We have a termly schedule for cleaning resources and equipment, dressing-up clothes, and furnishings.
- The toilet area has an adequate number of toilets and hand basins available.
- The toilet area has a high standard of hygiene including hand washing and drying facilities, facilities for changing children who are in nappies and the disposal of nappies.
- We implement good hygiene practices by: - cleaning tables between activities; - cleaning toilets at the end of each session; - wiping any spills of blood, vomit or excrement and disposing down the toilet or in the bin in the accessible toilet; - wearing protective clothing - such as aprons and disposable gloves - as appropriate; - providing sets of clean pants and other clothes; - providing tissues and wipes; - encouraging children to blow and wipe their noses when necessary; - disposing of soiled tissues hygienically; - encouraging children to shield their mouths when coughing; and - ensuring individual use of tissues.

#### Oral Health

- We promote the oral health of all children attending the setting by finding ways of encouraging to take care of their teeth and gums.

#### Activities and Resources

- The layout of play equipment allows adults and children to move safely and freely between activities.
- All equipment is regularly checked for cleanliness and safety. Any dangerous or faulty items are repaired or discarded.
- All materials, including paint and glue, are non-toxic.
- Sand is clean and suitable for children's play.
- Physical play is constantly supervised.
- Children are taught to handle and store tools safely.
- Children learn about health, safety, and personal hygiene through the activities we provide and the routines we follow.
- Provision is made for children who wish to sleep. We ensure that bedding is in good condition and suited to the age of the child. Sleeping children are frequently checked to ensure that they are safe.

#### Jewellery and Accessories

- Parents should ensure that no jewellery is worn by children that poses a danger such as bracelets that can get caught when climbing and necklaces that pose a risk of strangulation. We also strongly advise against the wearing of earrings.
- Our staff do not wear jewellery or fashion accessories, such as high heels, that could pose a danger to themselves or children.

#### ICT Equipment

We are aware of various health & safety issues when using computers, and other ICT equipment such as tablets, with young children and the need to form good habits for the beginning:

- Children should be encouraged to have short turns at the tablet so that they are not staring at the monitor for too long. We can use sand timers to enable children to self-monitor their time and to take turns. Additional safety issues that we are aware of are:
- Locating tablets so that air can circulate around.
- Ensuring that children have clean hands when using the tablet.
- Taking care that no liquids or paints spill onto the keyboard.
- Teaching awareness of electrical safety and keeping cables and sockets out of reach or covered.
- Keeping magnets away from the tablets.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Health and Safety III

## Policy



## Health and safety policy 3

### Health and safety in the workplace policy statement

As an employer, the Nursery must take reasonable care to protect employees, volunteers and visitors from hazards and employees must take care not to put themselves or others at risk.

#### Employer Responsibilities

- Our members of staff responsible for Health and Safety in the Workplace are Rebecca Browne (Manager) and Penni Purkhardt (Deputy Manager).
- They are competent to carry out these responsibilities.
- They are required to hold a Level 2 Health and Safety in the Workplace certificate and regularly update their knowledge and understanding.
- We undertake risk assessments to identify hazards, assess the level of risk and put in control measures to reduce or eliminate the risk. We regularly review risk assessments. (See also Health and Safety 1. Risk Assessment).
- We display the necessary Health and Safety Law poster in the office.
- We have public liability insurance and employers' liability insurance. The certificate for employers' liability insurance is displayed in the noticeboard.

Workplace Environment We provide a workplace environment that:

- is tidy, well-lit, and ventilated.
- is at a comfortable temperature.
- has adequate storage facilities.
- is regularly cleaned and maintained.
- Rubbish is not allowed to build up.

#### Workstations:

- Equipment is set at the right height so that eyes are level to the top of the screen.
- Staff are shown how to adjust the monitor controls to increase the contrast and reduce flicker. The mouse and keyboard are in comfortable positions.
- Office chairs are height-adjustable, comfortable, and support the back, especially the lower back. They also have wheels so they're easy to position.
- Staff are advised to maintain a good posture, sit straight with forearms parallel to the desktop and use correct keyboard techniques. Staff must report any injuries or pain caused by the workstation design to the Nursery Manager (or employer) immediately.

We provide the following staff welfare facilities:

- toilets
- washing and drying facilities with soap and water
- drinking water
- a place away from the children to eat meals
- The Nursery Manager and Deputy Manager are required to undertake an approved CIEH Level 2 Health and Safety in the Workplace eLearning Course as soon as practical.
- All new permanent members of staff are required to undertake a Health and Safety in the Workplace eLearning Course as part of their induction training.
- Our induction training carried out in the workplace for new staff and regular volunteers also incorporates awareness raising on all health and safety issues.  
This includes matters of employee well-being such as safe lifting and manual handling together with the Control of Substances Hazardous to Health (COSHH).
  - Records of induction training are kept, and new staff and regular volunteers are asked to sign them to confirm that they have taken part and are able to adhere our Health and Safety Policy.
  - Staff are made aware of their shared responsibility for Health and Safety:

- Employees must report any hazards or concerns regarding Health and Safety immediately to the Nursery Manager.
- Employees must follow any Health and Safety rules put in place by the preschool.
- Employees must take care not to put themselves or others at risk.
- Health and Safety training is included in the annual training plans of staff as necessary.
- Health and Safety is discussed regularly at staff meetings.
- Staff are made aware of any changes to our Health and Safety Policy.

#### Employee and Employer Reporting Requirements

If any of the following take place, employees must report it to the Nursery Manager (or committee member) immediately:

- you are injured in the workplace
- your work is making you or others ill
- you are feeling stress in the workplace
- you are feeling bullied, have received verbal aggression or physical violence or you see dangerous behaviour from other adults
- you or a colleague has an accident in the workplace
- you notice any dangerous hazards, or you notice any “near misses” that could have caused an accident or injury The Nursery will record and act upon any reports received.

We will investigate the causes and put measures in place to prevent reoccurrence. Any accident involving staff is recorded in the Accident Book. The records are reviewed termly to identify any issues that need to be addressed. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) We follow the RIDDOR guidelines and record any work-related accidents that result in death, major injury or injury that keeps an employee away from work for more than 3 days to the Health and Safety Executive. (See also Accident and Incident Policy).

#### Manual Handling

Manual handling is the use of the body to lift, carry, push, or pull objects.

- All staff and regular volunteers are trained in the safe and correct manual handling procedures as part of their induction training to avoid risk of injury.
- Staff should not undertake any manual handling tasks unless they have been trained to do so.

#### Control of Substances Hazardous to Health Regulations (COSHH)

- We follow the COSHH guidance.
- We keep a record of all substances that may be hazardous to health such as cleaning chemicals, or gardening chemicals if used. This states what the risks are and what to do if they have contact with eyes or skin or are ingested. It also states where they are stored.
- We keep all hazardous substances in their original containers.
- We store all hazardous substances securely.
- Staff are trained before using any hazardous substances such as cleaning chemicals.

#### Working at Height

- We train staff to use the correct equipment when they need to work at height such as reaching up high to store equipment.
- Equipment is regularly checked to ensure it is safe to use.
- Staff must not stand on chairs or desks to work at height. When using a step ladder, staff should: check it is not damaged before use, use it correctly, ensuring it is on even ground and opened at the correct angle.

#### First Aid in the Workplace

- The First Aiders in the workplace are Rebecca Browne and Penni Purkhardt. The First Aider must hold either a valid First Aid at Work (FAW) or an Emergency First Aid at Work (EFAW) certificate.
- Only those trained to treat a casualty should do so. If in doubt, staff should call for help and call for an

ambulance if necessary.

- We keep an appropriately stocked First Aid Box.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Incapacitated parent/carer Policy



## Incapacitated parent/carers

Incapacitated refers to a condition which renders a parent/carers unable to take responsibility for their child; this could be at the time of collecting their child from the setting or on arrival. Concerns may include:

- appearing drunk
- appearing under the influence of drugs
- demonstrating angry and threatening behaviour to the child, members of staff or others
- appearing erratic or manic

### Informing

- If a member of staff is concerned that a parent displays any of the above characteristics, they inform the designated safeguarding lead as soon as possible.
- The designated safeguarding lead assesses the risk and decides if further intervention is required.
- If it is decided that no further action is required, a record of the incident is made on a Safeguarding incident reporting form.
- If intervention is required, the designated safeguarding lead speaks to the parent in an appropriate, confidential manner.
- The designated safeguarding lead will, in agreement with the parent, use emergency contacts listed for the child to ask an alternative adult to collect the child.
- The emergency contact is informed of the situation by the designated safeguarding lead and of the setting's requirement to inform social care of their contact details.
- The designated officer is informed of the situation as soon as possible and provides advice and assistance as appropriate.
- If there is no one suitable to collect the child social care are informed.
- If violence is threatened towards anybody, the police are called immediately.
- If the parent takes the child from the setting while incapacitated the police are called immediately and a referral is made to social care.

### Recording

- The designated safeguarding lead completes a Safeguarding incident reporting form and if social care were contacted a Confidential safeguarding incident report form is completed by the designated officer. If police were contacted a Confidential safeguarding incident report form should also be copied to the owners/directors/trustees.
- Further updates/notes/conversations/ telephone calls are recorded.

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Busy Bees Childcare Centre

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(date)

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# Incident Procedure



# Incident Procedure

Incident forms are available in each of the children’s rooms at Busy Bees Childcare Centre. To maintain confidentiality all logs are recorded on separate forms. These forms are to document any incidents that cannot be described as an accident.

If a child arrives at the setting with a recent injury that occurred at home (such as a cut, bump, or burn) this must be written up on an existing injury record form with the parents account of the injury and the parent must be asked to sign it before they leave the child. Professional discretion must be used regarding this. If the injury is noticed when the parent has left, the parent must be called and countersign the form when they arrive.

Any incident involving one child harming another child will be documented on an incident form.

- The child who caused the incident will need to be documented on an incident form and signed by the parent/carer.
- The child who was harmed should have a record of this written up on an incident form and their parent needs to sign it.

Incidents could include biting, pinching, pulling hair, hitting, kicking, spitting etc. (this is not a definitive list)

If one child has caused an injury to another child, we will explain the nature of the injury causes and how we dealt with the incident. We will not name the child on either form, in accordance with our confidentiality policy, and parents should not ask for this information as educators are not permitted to discuss a child with another parent.

The manager will need to sign a confirmation of the entry.

Any serious incidents need to be brought to the attention of the manager immediately and recorded on either a disclosure form or a chats and concern form. For example, unreported marking on a child, a child verbalising something unusual or displaying unusual behaviour. This information is confidential and documented information must be kept in a lockable place.

If appropriate the manager will speak to the parents/carers of a child or report to the authorities.

Other examples of incidents might involve adults only, such as a person seen loitering near the premises etc. this must be detailed and if persistent or serious cause for concern, the police notified.

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On

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Any serious incidents need to be brought to the attention of the manager immediately and recorded in the manager's book. For example, unreported marking on a child, a child verbalising something unusual or displaying unusual behaviour. This information is confidential and documented information must be kept in a lockable place.

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(date)

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Inclusion and Disabilities Policy



## Inclusion and Disabilities Policy

Busy Bees Childcare Centre is committed to the integration of children with special needs. All children have the right to be educated and develop to their full potential alongside each other. It is a positive experience to be able to share the same opportunities and overcome any difficulties together.

This policy is in line with:

The children and Families Act 2014

Special Educational Needs and Disability Regulations 2014

We also have read and understood key local authority special needs and disability guidance and/or information that has been provided. We make sure that we adhere to local guidance and our intention is to seek support, if necessary.

### Aims

- To recognise any special needs a child may have and ensure all staff are aware of the above legislation and guidance.
- To employ a Special Education Needs Co-ordinator (SENCO) who is experienced in the care and assessment of children with special needs.
- To assess each child's specific needs and adapt out facilities if possible.
- To liaise with other agencies including health and education authorities and seek advice, support and training.
- To make sure that at the earliest opportunity, children who need support are identified.
- To make sure good use is made of observing children and recording their development
- To robustly track children's learning and development, to ascertain if they are progressing well.
- To make sure that each two-year-old's development has been recorded via the two-year progress check and support has been identified if need be.
- To ensure that all children are treated as equals and are encouraged to take part in every aspect of the setting day.
- To promote positive images of those with special needs wherever possible.
- To monitor and record the child's progress and regularly review their changing needs.
- To provide adequate resources to support their learning.
- To provide suitable help for the child in the setting whilst ensuring that they receive a broad and balanced curriculum.
- To involve parents/carers as early as possible and ask for their support in assisting the child at home.
- To build a partnership with support services for the benefit of those children with special educational needs and disability, in terms of safeguarding and child protection.

### Access to the Curriculum

Busy Bees Childcare Centre recognises that the extent to which a learning difficulty influences a child's development depends not only on the severity but also:

- The extent to which their environment supports them in coping with their difficulties;
- The child's motivation;
- Appropriateness of learning resources;
- Appropriateness of the setting's curriculum, content and delivery.

### For these reasons our setting:

- Considers the needs of children with SEND at all stages of curriculum development.

- Works closely with special support agencies,
- Ensure that there is an appropriate range of teaching strategies and approaches;
- Investigates, with advice from specialist support agencies, the appropriateness and availability of any equipment that may be required to facilitate access to the curriculum;
- Coordinates support available both from within the setting's resources and from external agencies to most effectively enable access for children with SEND.

## Role of the Person Responsible for SEND

The SENCO is responsible for:

- Day to day operations of the setting's SEND policy;
- Liaising with and advising fellow members of staff;
- Co-ordinating provision for children with SEND across the setting;
- Maintaining a SEND register and overseeing the records of all children with special educational needs;
- Liaising with external agencies e.g. portage and health visitors;
- Making existing and new members of staff aware of SEND policies and procedures;
- Ensuring that documents are in place, such as the education, health and care plans.

Busy Bees Childcare Centre believes that all children have a right to experience and develop alongside their peers. Each child's needs are unique, therefore any attempt to categorise children is inappropriate.

The setting is committed to working alongside parents/carers in the provision of their child's individual needs in order to enable us to help their child develop to their full potential.

All children with special needs/disabilities have a right to a broad and well-balanced education.

**We feel it is paramount to find out as much as possible about a particular child's needs, and the way that these affect their educational needs, by:**

- Liaison with child's parents/carers;
- Liaison with any professional agencies and specialist professional colleagues;
- Reading any reports that have been prepared;
- Attending any review meetings with the local authority;
- Regular monitoring of observations undertaken on the child's development

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory (e.g. chair, director, or owner)

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# Involving and Consulting Children Policy



## Involving and Consulting Children Policy

Consulting with children is good practice and is beneficial not only to the setting as a whole but also to the children and staff.

Busy Bees Childcare Centre's commitment stems from "listening to children" articles 12 and 13 from the United Nations Convention on the Rights of the Child.

These state that:

- A child's opinion should be taken into account on anything that affects them.
- Children should have information disseminated in a way that enables them to make choices and decisions.

Children learn new skills from consultation such as, listening, negotiation, sharing and understanding. It helps them understand how decisions are made and the importance and value of their opinion.

There are many benefits of approaching planning in this way. Children feel that they have ownership in their setting, which can result in better behaviour. This is largely due to the fact children will feel that they are working in partnership and that the setting provides activities for their needs and interests.

All children will be consulted and listened to on a regular basis; the consultation will be done in the following formats:

- Taking notice of what the children say in everyday conversations.
- Observing and monitoring body language and behaviour.
- Through drama and role play.
- Through play and visual aids.
- Question and answer sessions.

We actively support children to have a voice, which is age, stage and ability appropriate. Listening to children is central to our values. Included within this, children have the right to say no and we use scenarios and discussions with children to give them the tools to protect themselves within the setting, online and outside the setting.

The type of decision and the level of involvement from the children will be assessed by the appropriateness and the maturity of the children. However, it is important to involve the children as much as possible in decision making.

The consultations will be monitored and outcomes noted, so that the children can see their opinions are regularly acted upon. If consultation is seen to be inappropriate there will be an explanation as to why that has been decided.

This policy was adopted by

Busy Bees Childcare Centre

On

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

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Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Key Person Policy



## Key Person Policy

At Busy Bees Childcare Centre we understand that children reach their full potential by having good home-setting links. Therefore, as part of our philosophy we make sure that every child has their own key worker.

Our key worker system enables children to relate to one special adult right from the settling-in stage. Each member of staff has a particular responsibility for a small group of children. Records and observations are made and individual needs can be incorporated into the settings curriculum. The key worker also maintains links with parents/carers and outside agencies, sharing information on children's unique needs and achievements.

We ensure that our procedures are flexible and aim to allocate children and their families to the most suitable member of staff. We endeavour to ensure the key worker meets with the parents/carers as soon as is practical to ensure ongoing ease of communication and a confident exchange of information between the parent/carer and the setting.

If the key workers isn't available for a hand over then, the key worker buddy will complete the hand over.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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Signed on behalf of the provider

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Role of signatory (e.g. chair, director, or owner)

# Lone Working Policy



## Lone Working Policy

Busy Bees Childcare Centre endeavours to keep all staff safe whilst on and off the property.

Staff may sometimes be required to work outside of contracted hours. On occasion this may lead to a member of staff working in the setting alone. It may also be required that a member of staff attends meetings, courses and home visits. Busy Bees Childcare Centre has set out the following procedures should lone working occur.

### Both in the setting and out of the setting:

- When lone working either in or out of the setting you are required to ensure you have a charged mobile phone with you. Should you require it, the setting does have a mobile phone which you may use.
- Avoid lone working when the area is quiet (evenings/weekends) to maximise your ability to gain help if required.

### Out of the setting:

- On a home visit make sure you can easily access an exit.
- If a parent seems under the influence of drugs or alcohol rearrange your visit.
- If you feel threatened at any point finish the meeting immediately and leave.
- Should your family not be available ensure you notify the Manager or Deputy Manager of your whereabouts and expected timing of return home.
- Ensure a phone is constantly at hand in the event of injury to yourself so you can phone for help.
- Ensure that you leave the address and telephone number of the place you are attending and time you expect to return with your Manager or Deputy Manager in the office.

### In the setting:

- If you are working alone in the setting ensure you lock doors to maximise your safety.
- If alone in the setting and someone rings the bell do not open the door to anyone you do not know or feel you may be threatened if allowing them into the building.
- Should you feel threatened at any point whilst working in the setting alone phone the police and give them the address of the setting (not postal) which is displayed on the safeguarding board in the office.
- Should you be unable to access the office direct the police to your location using the Rowney Avenue Village Square as a guide for the police to reach you.
- Should your family not be available ensure you notify the Manager or Deputy Manager of your whereabouts and expected time to return home.
- Ensure a phone is constantly at hand in the event of injury to yourself so you can phone for help.
- In all cases of lone working ensure you always have a phone at hand and that you have notified someone of your whereabouts and expected time to return home
- If you think you may be in danger at any point when lone working in the setting, phone for the police. If you think you may be in danger at any point when lone working elsewhere, leave and seek help.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

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# Lost Child Policy



# Lost Child Policy

## Outing

**In the unlikely event that a child is lost whilst on a Busy Bees Childcare Centre outing the procedure is as follows:**

- Immediately look for the child in the last known location, shouting their name and involving others in the search, whilst staff ensure the safety of the remaining children.
- Contact the police, giving the child's description (including clothing) and advise them that the child should be wearing a sticker containing the setting's details. The parent's/carers contact details must also be given.
- Inform the setting, letting them know that the police and the setting will contact the parents/carers.
- The setting committee must be informed.
- One member of staff to stay where the child was seen last, while the rest of the staff and children return to the setting.

**A full incident log will need to be recorded and Ofsted informed.**

## Setting

**If a child leaves the premises and/ or is lost within the setting, the procedure is as follows:**

- Staff should thoroughly check the premises and the outside area of the site.
- Contact the police, giving the child's description (including clothing). The parents/ carers contact details must be informed.
- Contact the parents/carers, talk to them calmly and give factual information.
- The committee must be informed.
- Children at the setting will need to be supervised by a minimum number of staff, while the rest of the staff search the area.

**A full incident log will need to be recorded and Ofsted informed.**

This policy was adopted by

Busy Bees Childcare Centre

On

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

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# Menopause and Wellbeing policy



## Menopause and wellbeing policy

Busy Bees Childcare Centre (BBCC) is committed to providing an inclusive and supportive working environment for everyone who works here, we recognise that women experiencing the menopause, whether before, during or after this time of hormonal change and associated symptoms, may need additional consideration, support and adjustments.

BBCC recognises that the menopause symptoms can also affect transgender people including non-binary people, we are committed to developing a workplace culture that supports workers experiencing the menopause for them to feel confident to raise issues about their symptoms and ask for reasonable adjustments at work.

The aim of this policy is to:

- Make managers aware of their responsibility too understand how the menopause can affect staff, and how they can support those experiencing the menopause at work.
- Foster an environment in which colleagues can openly and comfortably instigate conversations or engage in discussions about the menopause in a respectful and supportive manner.
- Raise wider awareness and understanding among all employees about the menopause.
- Enable workers experiencing the menopause to continue to be effective in their jobs.
- Outline support and reasonable adjustments available.
- Help us to recruit and retain employees experiencing the menopause.

This policy is part of BBCC commitment to ensuring the health and safety and wellbeing of all the workforce and will ensure the workplace does not make the menopause symptoms of employees worse. It is part of our commitment to equality and diversity. We are committed to creating a workforce that respects and values each other's differences, which promotes dignity and combats prejudice, discrimination and harassment. This policy seeks to benefit the welfare of individual members of staff; retain valued employees; improve morale and performance as well as enhancing the reputation of BBCC as an employer of choice.

BBCC recognises that many changes to workplace culture and adjustments offered here may not only be of benefit to workers experiencing the menopause, but to all staff.

This policy applies to all staff who are employed at BBCC.

### **Definition of menopause**

The menopause is a natural transition stage in most women's lives. For some it will be medically induced. It is marked by changes in the hormones and the women stops having periods. Women may have a wide range of physical and psychological symptoms whilst experiencing the menopause and perimenopause, which they may often encounter difficulties at work because of their symptoms. Each woman will be affected in different ways and to different degrees over different periods of time, and menopause symptoms can often indirectly affect their partners, families and colleagues as well.

BBCC recognises that for many reasons, people's individual experiences of the menopause may differ greatly. Menopause symptoms may include:

- Hot flushes- a very common symptom that can start in the face, neck or chest, before spreading upwards or downwards, may include sweating, the skin becoming red and patchy, and a quicker or stronger heart rate.
- Heavy and painful periods and clots, leaving those affected exhausted, as well as practically needing to change sanitary wear more frequently. Some affected may become anaemic.
- Night sweats, restless leg syndrome and sleep disturbance.
- Low mood, irritability, increased anxiety, panic attacks, fatigue, poor concentration, loss of confidence and memory problems.
- Urinary problems- more frequent urinary incontinence and urinary tract infections such as cystitis. It is common to have an urgent need to pass urine or a need to pass it more often than normal.
- Irritated skin- including dry and itchy skin or formication, and dry eyes. Also, vaginal symptoms of dryness, itching and discomfort.
- Joint and muscle aches and stiffness.
- Weight gain
- Headaches and migraines
- Menopausal hair loss
- Osteoporosis- the strength and density of bones are affected by the loss of oestrogen, increasing the risk of the bone- thinning disease osteoporosis.
- Side effects from hormone replacement therapy (HRT), a form of treatment for menopause symptoms for some people (although not suitable or appropriate for all). Menopause symptoms may also exacerbate existing impairments and conditions that those affected may already be struggling to cope with.

### **Support for Employees experiencing the Menopause**

BBCC recognises that some employees experiencing the menopause may find that related symptoms may impact on their health and wellbeing, and we aim to provide as much support as is reasonably practicable for individuals.

BBCC recognises that the menopause is a very personal experience and therefore different levels, and types of support and adjustments may be needed. Employees experiencing the menopause are encouraged to let their room leader, deputy manager or manager know if they are struggling with symptoms that may impact on their work, so that appropriate support is provided. Such information will be treated confidentially and in accordance with BBCC data protection policy.

An alternative contact is available to employees experiencing the menopause should they not feel comfortable discussing their problems with the room leader, deputy or manager.

Managers should make allowances should there be an additional need for sickness absence by employees experiencing the menopause in order to manage their menopausal symptoms. Absence will be recorded as related to menopause symptoms and management will consider such absence as

an ongoing condition requiring the consideration of reasonable adjustments and flexibility in absence procedure triggers.

BBCC recognises the potential impact of menopause symptoms on performance by employees experiencing the menopause. Management will seek to support staff sympathetically rather than moving directly to capability or disciplinary procedures.

BBCC will ensure a risk assessment is undertaken to consider the specific needs of employees experiencing the menopause and to ensure that the working environment will not make their symptoms worse.

The risk assessment will assist with the identification of any potential adjustments that may be required. Common areas to consider are:

- Workplace temperature and ventilation.
- Access to adequate toilet and washing facilities.
- Access to drinking water.
- Uniforms and personal protective equipment (PPE).
- Working times and break times.
- Workplace stress and workload.

Employees who are experiencing the menopause can apply for the following adjustments to support them at work

- Control over environmental factors where possible, including air fans.
- Flexibility over uniform and dress codes should they exacerbate symptoms such as hot flushes and sweating, and provision of additional spare uniform.
- Changing/ washing facilities for staff to change clothes during the working day.
- Flexible working arrangements including options for flexitime (to work around symptoms or adjusting start and finish times for example), shift swapping if possible.
- Flexibility around the taking of breaks, or increased breaks during the working day, and if required providing cover as necessary for these breaks.
- Flexibility around attending relevant medical appointments.

This is not a definitive list of adjustments.

BBCC will consider additional suggestions put forward by members of staff.

### **Responsibilities of Management**

Management should ensure that all employees are aware of this policy and understand their own and the employer's responsibility. Training on women's health issues including the menopause will be provided to all management.

Management should encourage employees to discuss the impact of their menopausal symptoms on their work-life and encourage them to access the support and adjustments offered. They should promote a positive attitude to discussions around women's health issues.

Management should be ready and willing to have open discussions about the menopause, appreciating the personal nature of the conversation, and treat the discussion sensitively, confidentially and professionally.

Management will consider all requests for support and adjustments sympathetically and will not discriminate against those employees who are experiencing the menopause and put in place the required support or adjustments in a timely manner. All employees must be treated fairly and consistently. Employees need to be confident that they will not be treated less favourably if they take up any support available to employees experiencing the menopause.

BBCC will take seriously and investigate any complaints of discrimination, harassment or victimisation, using the agreed procedures and respecting confidentiality.

All requests for support or adjustments must be dealt with confidentiality and in accordance with the data protection policy.

Management will support employees in informing their colleagues about the situation if appropriate.

### **Responsibilities of Employees**

All staff should take a personal responsibility to look after their health.

Employees are encouraged to inform their manager (or the alternative contact, should they not feel comfortable speaking to their manager) if they are struggling with menopausal symptoms and need any support, so that they can continue to be effective in their job.

All staff have a responsibility to contribute to a respectful and productive working environment, be willing to help and support their colleagues, and understand any necessary adjustments their colleagues are receiving as a result of their menopause symptoms.

Employees should report any instances of harassed, victimised or discrimination experienced because of issues related to the menopause.

If an employee is found to have harassed, victimised or discriminated against another employee in relation to the menopause, then they will be seen as having committed a disciplinary offence.

### **Self-management for staff experiencing the menopause**

Employees experiencing the menopause are encouraged not to suffer in silence.

Consider:

Seeking medical advice from your GP

Discussing symptoms with your manager or with the alternative contact.

Employees are also encouraged to make healthier choices to help with some of the symptoms such as:

Drinking plenty of water

Eating healthily and regularly- research has shown that a balanced diet can help in alleviating some symptoms, in keeping bones healthy and in not gaining weight.

Exercising regularly – to reduce hot flushes, improve sleep, boost mood and maintain aerobic fitness levels

Not smoking – to help reduce hot flushes and the risk of developing serious conditions such as cancer, heart disease and stroke.

Ensuring alcohol intake is within recommended levels and cutting and cutting down on caffeine and spicy food- all of which can trigger hot flushes.

Having access to natural light.

Staying cool at night- wearing loose clothes in a cool and well-ventilated room to help with hot flushes and night sweats.

Ensuring adequate rest and relaxation – to reduce stress levels and improve mood (for example, activities such as mindfulness, yoga and tai chi).

Review and monitoring

BBCC will ensure that all new employees, supervisors and management will receive a copy of this policy. Adequate resources will be made available to fulfil the aims of this policy.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Mobile Phone and Smart Watch Policy



## Mobile Phones and Smart Watches Policy

Working with children can involve taking images with a range of devices. This can enhance our understanding of the child, their needs and to plan for the next stage of their development. Photographs are regularly shared with parents/ carers and used to great effect in the child's learning journals.

All photographs are taken with due regard for the law and the need to safeguard the child's privacy, dignity, safety, and well-being. No photographs will be taken for personal use. No photographs will be taken on personal digital media, such as: tablets, mobile phones, watches, or any other recording device, which are NOT allowed in any children's areas of Busy Bees Childcare Centre. If personal digital media devices are used in any manner in any of the children's areas of the setting, this will lead to an instant disciplinary hearing.

All parents/ carers have the opportunity to grant or withhold the use of photographs of their child. Some may not wish any images to be inserted in the local paper or on the website; some may not wish any photos at all. Each child and their parent/ carer may make individual requests, and these will be followed without question.

No Busy Bees Childcare Centre staff member is allowed to use a personal recording device, within any areas of the setting.

On occasions group play may be photographed to show a particular area of learning and this may be added to a number of children's learning journals as photographic observations. This will only be permitted if the parents of all children captured have given written permission. These photographs and learning journals are not to be taken off the premises by staff at any time.

Photographs are usually uploaded onto our computer and printed off onsite. Once the photographs are printed the image is deleted.

All visitors and parents will be asked not to use their mobile phones and other digital devices whilst they are in the setting. They will be informed of this when they sign the visitor's book.

Staff, students, and volunteers will be asked to leave their mobile phones and other digital devices in the mobile phone cabinet in the lockable Art kitchen.

At Busy Bees Childcare Centre, 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 during working hours. Busy Bees will permit staff to wear smart watches, however these MUST be disabled from a Wi-Fi setting and MUST be placed on Airplane mode during work hours, Busy Bees will complete random checks on staff who wear smart watches to ensure they are not on a Wi-Fi setting and are on Airplane mode. Failure to comply will result in a breach of your contract and your contract and employment may be terminated. Failure to comply will result in ALL Smart Watches being band.

### **Staff must adhere to the following:**

- Mobile phones 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/smartwatches/Fitbit should be stored safely in lockable mobile phone cabinet in the Art kitchen at all times during the hours of your working day.
- During outings, staff will use mobile phones belonging to the nursery wherever possible. Photographs must not be taken of the children on any phones or any other information storage device, either personal or nursery owned.

### **Parents and visitors use of mobile phones, smartwatches and social networking**

Whilst we recognise that there may be emergency situations which necessitate the use of a mobile telephone, in order to ensure the safety and welfare of children in our care and share information about the child's day, parents and visitors are kindly asked to refrain from using their mobile telephones whilst in the nursery or when collecting or dropping off their children.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Moving Room/ Transitions Procedure



## Moving Room Procedure/ Transitions

- As a place in the next room becomes vacant, a date is decided for settling in another child.
- The setting manager will see if there is a child in a room 'below' ready to move up. This may not necessarily be the oldest child; it may be the child most ready to move. This will be discussed with the room staff.
- Two weeks before the settling-in date the parents/carers will be notified verbally of the move and this will be confirmed by a letter with the new key workers details.
- Discussion time is available, if necessary.
- One week before the setting date, a mutually convenient time will be arranged for the parents to be introduced to the new room and staff. 'old' staff will not stay for this meeting. They will introduce and leave 'new' staff to explain routines ect.
- Parents will not be asked to attend a parent's evening before their child moves rooms unless one is due shortly.
- A parents evening is arranged three times in an academic year to discuss development. However, if a parent/carer or member of staff would like to meet outside this time frame, this can be arranged.
- The previous key worker will have a private handover with the new key worker just before the child moves up, which will include information about diet, comforter, key words etc. This is so nothing gets forgotten and will help settle the child into the new room as easily as possible.
- Staff must ensure the recording of the child's learning and development is up to date and passed on to the new key worker.

This policy was adopted by

Busy Bees Childcare Centre

On

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# Nappy Changing, Toileting and Personal Independence Policy



## Nappy Changing, Toileting and Personal Independence Policy

**At Busy Bees Childcare Centre we recognise that strict procedures and guidelines are in place and MUST be adhered to when changing nappies and supervising toileting.**

Children who need personal care must have their privacy and dignity respected.

Only educators who hold a current Busy Bees Childcare Centre DBS clearance are allowed to change nappies, assist with toileting or personal care routines.

Under no circumstances should a volunteer or student be asked to provide personal care for a child.

Nappies are changed in appropriate areas only.

Staff should see changing a child's nappy as an enjoyable and educational experience and should have appropriate dialogue with a child during this process.

Disposable gloves and a white apron are worn for each nappy change.

The changing mat is wiped after each nappy change, using an anti-bacterial spray and disposable cloth.

All items are disposed of in the nappy bin provided. Wet nappies are placed in a nappy sack and soiled nappies are double bagged into nappy sacks, both are tied up and disposed of in the nappy bin provided.

The educator's hands are washed with soap after each routine is carried out.

Young children are cleaned using warm water and cotton wool only and/or wipes.

Proprietary creams and wipes may only be used at the signed request of the parent/carer.

With regard to older children, the educator will ensure that their personal independence skills are promoted, with supervision if required.

Gloves are worn when changing wet or soiled pants.

A record is maintained of all nappies changed for the younger children and toileting accidents/changes for the older children.

The nappy area is regularly risk assessed.

All educators should be aware that lifting and handling is part of their daily duties. It is the responsibility of a trained educator to instruct any untrained educators of the correct procedures in this area.

A risk assessment must be written when a child needs lifting because of their toileting needs. Educators should follow the risk assessment appropriately. This will prevent injuries to both the educator and the child.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

\_\_\_\_\_

Name of signatory

\_\_\_\_\_

Role of signatory (e.g. chair, director, or owner)

\_\_\_\_\_

# Operational Policy



# Operational Policy

**At Busy Bees Childcare Centre it is our aim to provide care and an early learning environment, which is tailored to each individual child's needs, in safe, secure, happy and relaxed surroundings. We adhere to The Early Years Foundation Stage.**

We provide a place for a child to develop a strong sense of belonging and to build their self-esteem and confidence through encouragement to reach their full potential socially, physically and intellectually.

It is our aim to employ Early Years educators who are qualified in Early Years and have a high regard to their own professionalism, who wish to continue their personal development through courses and to continually updating their skills and keep abreast of new ideas and development. We carry out annual appraisals and regular performance reviews, which enable us to identify ongoing training requirements.

Our staff are deployed to cover the correct ratios in each area of the setting. This ensures that the children's needs are fully met as their safety and security is of paramount importance.

Our setting is sectioned into two rooms, 2-3 year old room and 3-4 year old room. These two rooms cater for specific needs with appropriate equipment and facilities to promote children's independence, confidence and intellectual growth. We regularly evaluate our practices and make adjustments where necessary.

We look on parent/carer as partners and have an open door policy; the child's parent/carer can phone, visit or stay at any time. Each child is allocated a key worker. The key worker will build a positive and secure relationship with each child.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

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Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Outside Area Policy



## Outdoors Play

- All gates and fences are childproof, safe, and secure.
- Areas are checked daily to make sure animal droppings, litter, glass etc. is removed. Staff wear rubber gloves to do this.
- Bushes or overhanging trees are checked to ensure they do not bear poisonous berries.
- Stinging nettles and brambles are removed if they pose a risk to younger children.
- Wooden equipment is maintained safely, put away daily and not used if broken.
- Wooden equipment is sanded and varnished as required.
- Broken climbing equipment or outdoor toys are removed and reported to the setting manager.
- Children are always supervised within ratios outside.
- Children are suitably attired for the weather conditions and type of outdoor activities.
- Sun cream (if parents have given permission) is applied and hats are worn during the summer months. Outdoor play is avoided in extreme heat between noon and 3pm.
- Children who have no adequate means of sun protection, such as a hat, long sleeves and trousers or sun cream, will not be able to play outdoors in un-shaded areas.
- Children are supervised on climbing equipment, especially younger children.
- Water play is not left out but is cleared, cleaned, and stored after each use.
- Receptacles are left upturned to prevent collection of rainwater, this is important in areas where there are vermin to prevent urine/faeces contaminating the water.
- Sightings of vermin are recorded and reported to the manager who reports to the Environmental Health's Pest Control Department.
- Outdoor areas that have flooded are not used until cleaned down and restored. Grassed areas are not played on for at least one week after the floodwater has gone.
- If paddling pools are used, a risk assessment is conducted, and consideration given to the needs of disabled children or those less ambulant. All staff to complete a water safety course on Noodlenow before paddling pools are used.

### Drones

If there are concerns about a 'drone' being flown over the outdoor area, that may compromise children's safety or privacy, the setting manager will contact the police on 101.

- Children will be brought inside immediately.
  - Parents will be informed that a Drone has been spotted flying over the outdoor area and will be advised fully of the actions taken by the setting.
  - The police will have their own procedures to follow and will act accordingly.
  - If at any point following the incident, photographs taken by a drone emerge on social media that could identify the nursery or individual children, these are reported to the police.
  - A record is completed in the Notifiable Incident Record unless there is reason to believe that the incident might have safeguarding implications, for example:
    - the drone has hovered specifically over the outdoor area for any length of time
    - there is a likelihood that images of the children have been recorded
    - is spotted on more than one occasion
    - if the Police believe there is cause for concern
- Where this is the case, Safeguarding children, young people, and vulnerable adults' procedures are followed.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

---

Name of signatory

---

Role of signatory (e.g. chair, director, or owner)

---

# Parents as Partners Policy



## Parents as Partners Policy

The Busy Bees Childcare Centre team will work with parents/carers as partners, ensuring we provide the most appropriate care and education for their children. We believe that children benefit most from the setting when parents/carers and staff work together in partnership. We will ensure that we support parents/carers as their children's first educators and are committed to an ongoing dialogue with parents/carers to improve our knowledge of the individual needs of children.

- We recognise that parents/carers are the first educators of their children.
- We develop a partnership with parents/carers based on shared responsibility, understanding, mutual respect and honest dialogue.
- All parents/carers are welcome to visit the setting at any time.
- We welcome parents/carers to share their skills and talents with us, for example, reading a story in their first language. We will inform parents/carers of any relevant training or workshops to support their own professional development.
- Parents/carers have access to their child's records at all times and are consulted in respect of the care given.
- Information about setting activities and events is regularly distributed.
- Parents/carers are able to inspect all policies and procedures of the setting at any time.
- We encourage parents to share what they know about their child and use this information to inform procedures.
- Parents/carers have access to and will be informed of the systems for complaints procedures.
- Parents/carers will be informed of their child's progress on a regular basis and will have constant access to their child's attainment records.

## Change of Details

Parents/carers are required to notify the setting as soon as possible in writing of any change of address, phone numbers, allergies and doctor's details.

It is in the child's interest that all details are kept up to date at all times.

In compliance with the Safeguarding and Welfare Requirements we ensure that all the required policies are in place. We ensure that parents are fully involved in any changes that occur and are encouraged to contribute any ideas and suggestions.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Registration Form

## for 2 year olds



## Registration Form for 2 year olds

Busy Bees Childcare Centre's Registration Form for 3-4 year olds  
Carver Barracks, Wimbish, CB19 2YA  
Telephone: 01799-523542  
Mobile: 07947111589  
bees.busy@yahoo.co.uk

Charity Number-1062014

Ofsted URN-650130

### Child's detail

Child's first name(s) \_\_\_\_\_ Surname \_\_\_\_\_  
Name known as \_\_\_\_\_  
Child's full address \_\_\_\_\_  
\_\_\_\_\_  
Gender \_\_\_\_\_ Date of Birth \_\_\_\_\_

Birth Certificate seen Yes  
No

<input type="checkbox"/>
<input type="checkbox"/>

### Family details

Name of parent(s)/Carer(s) and siblings (age of siblings) with whom the child lives with: \_\_\_\_\_  
\_\_\_\_\_

### Contact details 1 (including emergency information):

Parent/Carer full name \_\_\_\_\_  
Relationship to child \_\_\_\_\_  
Daytime/Work telephone \_\_\_\_\_  
Mobile number \_\_\_\_\_  
Home address \_\_\_\_\_  
Work Address \_\_\_\_\_  
Email address \_\_\_\_\_

Does this parent have parental responsibility for the child? Yes ☐ No ☐

### Contact details 2 (including emergency information):

Parent/Carer full name \_\_\_\_\_  
Relationship to child \_\_\_\_\_  
Daytime/Work telephone \_\_\_\_\_  
Mobile number \_\_\_\_\_  
Home address \_\_\_\_\_  
Work Address \_\_\_\_\_  
Email address \_\_\_\_\_

Does this parent have parental responsibility for the child?  
**Other person(s) with legal contact** To be completed where  
responsibility are separated and an S8 Order is in place.

☐ Yes  
those

☐ No  
persons with parental

Name \_\_\_\_\_

Address \_\_\_\_\_

Contact telephone numbers \_\_\_\_\_

Relationship to child \_\_\_\_\_

What are the contact arrangements that (We) need to be aware of?

### Emergency contact details if parents are not available

Contact 1- Name \_\_\_\_\_

Relationship to child \_\_\_\_\_

Address \_\_\_\_\_

Daytime/Work telephone \_\_\_\_\_

Home telephone \_\_\_\_\_

Contact 2- Name \_\_\_\_\_

Relationship to child \_\_\_\_\_

Address \_\_\_\_\_

Daytime/Work telephone \_\_\_\_\_

Home telephone \_\_\_\_\_

Persons other than parent(s) authorised to collect the child must be over 16 years of age.

Person 1- Name \_\_\_\_\_

Relationship to child \_\_\_\_\_

Address \_\_\_\_\_

Daytime/Work telephone \_\_\_\_\_

Home telephone \_\_\_\_\_

Person 2- Name \_\_\_\_\_

Relationship to child \_\_\_\_\_

Address \_\_\_\_\_

Daytime/Work telephone \_\_\_\_\_

Home telephone \_\_\_\_\_

The following information will tell us a little more about your child.

Does your child have previous experience of attending a childcare setting? If so, please specify:

**I give permission for Busy Bees Childcare Centre to contact the above nursery to gain information on where  
my child is developmentally**

Name of Child \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

Printer name \_\_\_\_\_

## Two year old Health Visitor progress check- Children aged 24-36 months

Have you had a two year progress check already been completed for your child by the Health visitor team?

Yes

☐

No

☐

Date completed \_\_\_\_\_

As per the requirements of the Early Years Foundation Stage we will complete a progress check on your child between the ages of 24-36 months unless your child has already had this completed and you are able to provide us with a copy

We will ask you to be involved in completing the check and will discuss it with you.

If your child has been at a previous setting did they have a 2 year progress check

Yes

☐

No

☐

What days would you like your child to attend the setting? \_\_\_\_\_

Health and Development

Was your child born at 40 weeks

Yes

☐

No

☐

If no how many weeks were they premature/ late by? \_\_\_\_\_

Is your child wearing nappies/ beginning to potty train or using a toilet? \_\_\_\_\_

What child immunisations has your child received? Please confirm and provide date of immunisations given.

--

Does your child have any on-going medical conditions? If so, please specify:

--

If yes, please specify which external agencies are involved e.g Paediatrician, Consultant, Dietician, Speech and Language Therapist, etc:

--

Is your child known to have any allergies or food intolerances, if so, please specify:

A risk assessment will be completed and kept on the child's file for any known allergies or food intolerance as mentioned above.

What are your child's dietary requirements? Please specify:

Please discuss your child's dietary needs with our manager to ensure that we are working in partnership to meet your child's needs. Please refer to our Food and Drink Policy

**Does your child have difficulty with any of the following:**

Speaking and communicating	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Listening and attention	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Understanding simple instructions	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Eating and drinking	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Sitting and sharing a book	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Walking and climbing	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Rolling a ball	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Holding a crayon	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Socialising with adults and other children	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Please specify:

Does your child have any special needs or disabilities? If so, please specify:

Is either of the following in place for your child?

Education health care plan	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Statement of special education need	Yes		No	<input type="checkbox"/>

If yes, what additional support will he/she require in our setting?

What is the main religion in your family (if applicable)? \_\_\_\_\_

Are there any festivals or special occasions celebrated in your culture that your child will be taking part in and that you would like to see acknowledged and celebrated while he/she is in our setting?

What language(s) is/are spoken at home? \_\_\_\_\_

If English is not the main language spoken at home, will this be your child's first experience of being in an English-speaking environment?

Yes	<input type="checkbox"/>
No	<input type="checkbox"/>

### General information

Does your child have a pacifier i.e dummy or thumb	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Does your child have a special toy or comforter	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

What sort of things does your child enjoy doing at home, i.e. drawing or cooking?

What other information is it important for us to know about your child? For example, what they like, or what fears they may have, or any special words they use.

**GP**

Address \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

--	--

## Printer name \_\_\_\_\_

## Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### **Nappy cream**

I give permission for nappy cream (supplied by me) to be administered to

Name of Child \_\_\_\_\_

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### **Suncream**

I give permission for hypoallergenic Suncream (supplied by me) to be administered to

Name of Child \_\_\_\_\_

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### **Short trips-general outings**

Your child will be taken out of our setting as part of the daily activities. The venues used are detailed here:

- 1) Carver Barracks
- 2) Large Playground
- 3) Small woods across from the airfield
- 4) Small park
- 5) Airfield

I give permission for Name of Child \_\_\_\_\_

To take part in short trips or general outings. I understand that individual risk assessments are carried out for each type of trip or outing taken and are available for me to see as required. For any major outings, I understand I will be informed and my specific consent obtained.

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### **Photographs**

As part of the on-going recording of our curriculum and for children's individual learning journals, staff regularly take photographs of the children during their play. Only cameras supplied by the setting and used for this purpose, photographs taken are used for display and for your child's records within the setting. We are happy to provide duplicate photos of your child to you if requested, (although this might incur a small charge to cover our costs of printing)

I give permission for Name of Child \_\_\_\_\_

to have her/his photo taken.

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### **Outside agencies**

From time to time we may need to contact outside agencies for example: Health visitor, Inclusion Partner, Speech Therapist for support, guidance or advice to continue to provide the best service for your family.

I give permission for Busy Bees to contact outside agencies for (Name of Child) if required \_\_\_\_\_

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### Key person-information for parents

Each child joining the setting will have a key person appointed to them. It will be the key person's responsibility to ensure that your child receives the best possible attention whilst in our care and to ensure that their records are kept-up-to date. Your child's key person may change as your child progresses through the setting. You will be notified of these changes. Your child's key person is your first point of contact for anything you wish to discuss about your child.

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### Policies and procedures

I have been provided with details of Busy Bees Early Years Prospectus for parents, and its policies and procedures (which can be found at [www.busy-beeschildcare.co.uk](http://www.busy-beeschildcare.co.uk) ). I have read and understood the policies and procedures. I understand that there may be circumstances where information is shared with other professionals or agencies without my consent.

I have read and understood the policies.

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

Please sign below to indicate that the information given on this form is accurate and correct, and that you will notify us of any changes as they arise

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### WhatsApp Broadcast

I wish to join Busy Bees' WhatsApp broadcast messaging system. This is where Busy Bees Childcare Centre will inform parents of what is going on, for example, fundraising ideas, important dates ect. YOU WILL NEED TO SAVE OUR MOBILE NUMBER INTO YOUR PHONE TO BE ABLE TO RECEIVE THE MESSAGES. Our phone number is **Mobile: 07947111589**

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### Equalities monitoring form

Ethnicity-Gathered for monitoring purposes only. Parents are not obliged to complete this date.

Ethnicity	Please tick one	Ethnicity	Please tick one
White British		Pakistani	
White Irish		Indian	
White Other		Asian other	
Black British		Chinese	
Black African		Chinese other	
Black Caribbean		White and Black Caribbean	
Black Other		White and Black African	
Bangladeshi		White and Black Asian	
Other, please state:			

This policy was adopted by

Busy Bees Childcare Centre

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Registration Form for 3-4 year olds



## Registration Form for 3-4 year olds

Busy Bees Childcare Centre's Registration Form for 3-4 year olds  
Carver Barracks, Wimbish, CB19 2YA  
Telephone: 01799-523542  
Mobile: 07947111589  
bees.busy@yahoo.co.uk

Charity Number-1062014

Ofsted URN-650130

### Child's detail

Child's first name(s) \_\_\_\_\_ Surname \_\_\_\_\_  
Name known as \_\_\_\_\_  
Child's full address \_\_\_\_\_

Gender \_\_\_\_\_ Date of Birth \_\_\_\_\_  
Birth Certificate seen Yes ☐  
No ☐

### Family details

Name of parent(s)/Carer(s) and siblings (age of siblings) with whom the child lives with: \_\_\_\_\_

Contact details 1 (including emergency information):

Parent/Carer full name \_\_\_\_\_  
Relationship to child \_\_\_\_\_  
Daytime/Work telephone \_\_\_\_\_  
Home telephone \_\_\_\_\_  
Home address \_\_\_\_\_  
Work Address \_\_\_\_\_  
Email Address \_\_\_\_\_

Does this parent have parental responsibility for the child? Yes ☐  
No ☐

Contact details 2 (including emergency information):

Parent/Carer full name \_\_\_\_\_  
Relationship to child \_\_\_\_\_  
Daytime/Work telephone \_\_\_\_\_  
Home telephone \_\_\_\_\_  
Home address \_\_\_\_\_  
Work Address \_\_\_\_\_  
Email Address \_\_\_\_\_

Does this parent have parental responsibility for the child? Yes

No


**Other person(s) with legal contact** To be completed where those  
responsibility are separated and an S8 order is in place.

persons with parental

Name \_\_\_\_\_

Address \_\_\_\_\_

Contact telephone numbers \_\_\_\_\_

Relationship to child \_\_\_\_\_

What are the contact arrangements that (We) need to be aware of?

--

### Emergency contact details if parents are not available

Contact 1- Name \_\_\_\_\_

Relationship to child \_\_\_\_\_

Address \_\_\_\_\_

Daytime/Work telephone \_\_\_\_\_

Home telephone \_\_\_\_\_

Contact 2- Name \_\_\_\_\_

Relationship to child \_\_\_\_\_

Address \_\_\_\_\_

Daytime/Work telephone \_\_\_\_\_

Home telephone \_\_\_\_\_

Persons other than parent(s) authorised to collect the child must be over 16 years of age.

Person 1- Name \_\_\_\_\_

Relationship to child \_\_\_\_\_

Address \_\_\_\_\_

Daytime/Work telephone \_\_\_\_\_

Home telephone \_\_\_\_\_

Person 2- Name \_\_\_\_\_

Relationship to child \_\_\_\_\_

Address \_\_\_\_\_

Daytime/Work telephone \_\_\_\_\_

Home telephone \_\_\_\_\_

The following information will tell us a little more about your child.

Does your child have previous experience of attending a childcare setting? If so, please specify:

--

**I give permission for Busy Bees Childcare Centre to contact the above nursery to gain information on where  
my child is developmentally**



Please discuss your child's dietary needs with our manager to ensure that we are working in partnership to meet your child's needs. Please refer to our Food and Drink Policy

Does your child have difficulty with any of the following:

Speaking and communicating	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Listening and attention	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Understanding simple instructions	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Eating and drinking	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Sitting and sharing a book	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Walking and climbing	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Rolling a ball	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Holding a crayon	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Socialising with adults and other children	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Please specify:

Does your child have any special needs or disabilities? If so, please specify:

Is either of the following in place for your child?

Education health care plan	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Statement of special education need	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

If yes, what additional support will he/she require in our setting?

What is the main religion in your family (if applicable)? \_\_\_\_\_

Are there any festivals or special occasions celebrated in your culture that your child will be taking part in and that you would like to see acknowledged and celebrated while he/she is in our setting?

What language(s) is/are spoken at home? \_\_\_\_\_

If English is not the main language spoken at home, will this be your child's first experience of being in an English-speaking environment?

Yes ☐  
No ☐

### General information

Does your child have a pacifier i.e dummy or thumb Yes ☐ No ☐  
Does your child have a special toy or comforter Yes ☐ No ☐

What sort of things does your child enjoy doing at home, i.e. drawing or cooking?

What other information is it important for us to know about your child? For example, what they like, or what fears they may have, or any special words they use.

### Details of professional involved with your child

#### GP

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

#### Health Visitor (if applicable)

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

#### Social Care Worker (if applicable)

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_

If the social department are involved with your family, what is the reason? NB if the child has a child protection plan, make a note here, but do not include details. We will ensure these details are obtained from the social care worker above and keep these securely in the child's file.

## General parental permissions

### Emergency treatment declaration

In the event of an accident or emergency involving my child I understand that every effort will be made to contact me immediately. Emergency services will be called as necessary and I understand my child may be taken to hospital accompanied by the manager (or authorized deputy) for emergency treatment and that health professionals are responsible for any decisions on medical treatment in my absence.

Name of Child \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

Printer name \_\_\_\_\_

### For inhalers/auto-injectors (e.g. Epipens) only

I give permission for a named member of staff who has been appropriately trained to administer the inhaler/Epipen or Anapen

Name of Child \_\_\_\_\_

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### Suncream

I give permission for hypoallergenic Suncream (supplied by me) to be administered to

Name of Child \_\_\_\_\_

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### Short trips-general outings

Your child will be taken out of our setting as part of the daily activities. The venues used are detailed here:

- 1) Gardening Plot on Carver Barracks
- 2) Carver Barracks
- 3) Large Playground
- 4) Small woods across from the airfield
- 5) Small park

I give permission for Name of Child \_\_\_\_\_

To take part in short trips or general outings. I understand that individual risk assessments are carried out for each type of trip or outing taken and are available for me to see as required. For any major outings, I

understand I will be informed and my specific consent obtained.

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### Photographs

As part of the on-going recording of our curriculum and for children's individual learning journals, staff regularly take photographs of the children during their play. Only cameras supplied by the setting and used for this purpose, photographs taken are used for display and for your child's records within the setting. We are happy to provide duplicate photos of your child to you if requested, (although this might incur a small charge to cover our costs of printing)

I give permission for Name of Child \_\_\_\_\_

to have her/his photo taken.

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### Outside agencies

From time to time we may need to contact outside agencies for example: Health visitor, Area SENCO, (Special Educational Needs Co-Ordinator), Speech Therapist for support, guidance or advice to continue to provide the best service for your family.

I give permission for Busy Bees to contact outside agencies for (Name of Child) if required \_\_\_\_\_

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### Key person-information for parents

Each child joining the setting will have a key person appointed to them. It will be the key person's responsibility to ensure that your child receives the best possible attention whilst in our care and to ensure that their records are kept-up-to date. Your child's key person may change as your child progresses through the setting. You will be notified of these changes. Your child's key person is your first point of contact for anything you wish to discuss about your child.

### Policies and procedures

I have been provided with details of Busy Bees Early Years Prospectus for parents, and its policies and procedures (which can be found at [www.busy-beeschildcare.co.uk](http://www.busy-beeschildcare.co.uk) ). I have read and understood the policies and procedures. I understand that there may be circumstances where information is shared with other professionals or agencies without my consent.

I have read and understood the policies.

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

Please sign below to indicate that the information given on this form is accurate and correct, and that you will notify us of any changes as they arise

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

### WhatsApp Broadcast

I wish to join Busy Bees' WhatsApp broadcast messaging system. This is where Busy Bees Childcare Centre will inform parents of what is going on, for example, fundraising ideas, important dates ect. YOU WILL NEED TO SAVE OUR MOBILE NUMBER INTO YOUR PHONE TO BE ABLE TO RECEIVE THE MESSAGES. Our phone number is **Mobile: 07947111589**

Printed Name \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_

Equalities monitoring form

Ethnicity-Gathered for monitoring purposes only. Parents are not obliged to complete this date.

Ethnicity	Please tick one	Ethnicity	Please tick one
White British		Pakistani	
White Irish		Indian	
White Other		Asian other	
Black British		Chinese	
Black African		Chinese other	
Black Caribbean		White and Black Caribbean	
Black Other		White and Black African	
Bangladeshi		White and Black Asian	
Other, please state:			

This policy was adopted by

Busy Bees Childcare Centre

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Safer Recruitment Policy



## Safer Recruitment Policy

Before any staff recruitment, at least one member of the interview panel will have been properly trained in Safer Recruitment. At Busy Bees Childcare Centre we understand and respect the importance of safeguarding children and that part of our duty of care is to ensure we appoint staff who are the most suitable. We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice and we use Ofsted guidance on obtaining references and checks (from the Disclosure and Barring Service-DBS) for staff.

We make sure that every prospective employee's DBS disclosures and barred list information is checked before they start work. This makes sure that they are suitable to work with children.

We complete an intensive recruitment policy, which includes advertisement, an interview and obtaining two written references.

- All jobs within the nursery have a defined job description, which is made available to all applicants prior to completing an application form.
- Whilst a CV is a useful tool in assessing suitability, a full application form must be completed prior to interview.
- Verbal references may be sought prior to interview, or after the candidate has been asked back for a second interview or a supervised stay and play session. However, written references will be obtained if the candidate is successful in their application and employed by Busy Bees Childcare Centre.
- All gaps in employment history will be scrutinised and rigorously explored.
- Probing questions (value based) will be asked of the candidate in order to best judge their views and opinions. In addition, site-specific questions will also be asked of the candidate.
- All appointments will be carried out by a minimum of two members of the management team.
- All prospective and current staff are informed that they have to disclose convictions, etc. before and during employment.
- Confidential records are kept on staff qualification, identity checks, DBS.

All staff are employed on a six-month probation period to ensure they maintain high standards of care and support to children, this probation period can be extended if required.

We provide staff induction training in the first week of employment. This induction includes our health and safety policy and safeguarding children procedures. Other policies and procedures will be introduced within an induction plan.

This policy was adopted by

Busy Bees Childcare Centre

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Settling-in Policy



## Settling-in Policy

We understand that children are unique, and the amount of time they take to settle at Busy Bees Childcare Centre may differ. It is the setting's responsibility to make the child feel welcome, safe, and secure. Please see the key person policy for our commitment to child-educator relationships and keeping children emotionally and physically safe.

The setting will work in partnership with parents/carers to help settle the child into the setting environment.

- Before a child starts to attend our setting, we use a variety of ways to provide his/her parents with information. These include written information including our prospectus and policies, displays about activities available within the setting, information days and afternoon individual meetings with parents
- We invite the child and their parents/carers to come and visit our setting and stay and play.
- We complete a home visit before the child starts at Busy Bees Childcare Centre to ensure all relevant information about the child can be made known.
- When a child starts to attend, we explain the process of settling-in with his/her parents/carer and jointly decide on the best way to help the child to settle into the setting.
- Younger children will take longer to settle in, as will children who have not previously spent time away from home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when he/she arrives, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents leave, we ask them to say goodbye to their child and explain that they will be coming back.
- We recognise that some children will settle more readily than others, but that some children who appear to settle rapidly are not ready to be left.
- We do not believe that leaving a child to cry continuously will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.
- We reserve the right not to accept a child into the setting without a parent/carer if the child finds it distressing to be left. This is especially the case with very young children.

This policy was adopted by

Busy Bees Childcare Centre

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Smoking, Alcohol And Drugs Policy



# Smoking, Alcohol and Drugs Policy

All staff should be made aware of the provisions of this policy in their induction, including the importance of setting a positive example for children. Any contravention of this policy will lead to disciplinary action,

## Drugs or Alcohol

Staff, visitors, students, or volunteers who arrive at Busy Bees Childcare Centre clearly under the influence of drugs or alcohol will be asked to leave immediately and disciplinary procedures will be implemented.

If staff are found in possession of illegal drugs or alcohol disciplinary procedures will be put in place.

In cases where staff are taking prescribed drugs, which may affect their working efficiency, the staff member must inform the manager as soon as possible. Staff medication will be stored safely in a suitable place, outside of children's reach.

If a member of staff has a good reason to suspect a parent/carer is under the influence of drugs or alcohol when they drop off or collect their child, they have a duty to inform the manager. In such circumstances the manager must decide the best course of action to safeguard the child.

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

## Smoking and Vaping

Smoking and or Vaping is not allowed on the premises. Staff can only smoke if they are on an official break, not in the vicinity of the setting and not in uniform.

On return to the setting, they must wash their hands thoroughly.

Staff, visitors, volunteers, and students must never smoke directly in front of the children.

Staff are not permitted to smoke when they are on a trip or outing.

This policy was adopted by

Busy Bees Childcare Centre

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Social Networking Policy



# Social Networking Policy

In light of recent high-profile cases and with regard to safeguarding all the children in our care, The Busy Bees Childcare Centre management team has decided to issue the following guidelines.

With regard to the use of social networking sites such as Facebook, Bebo, Twitter, Tick Toc, WhatsApp and similar, whilst employed by the setting (including maternity leave) staff, including students and volunteers, MUST be VERY aware of what they are posting, and that inappropriate matter will result in disciplinary proceedings including termination of employment in some cases.

All staff, including students and volunteers, employed by the setting have a duty of confidentiality at all times. They represent their settings community and as such could inadvertently post unsuitable comments or, for example, staff photos from nights out that could be misrepresented or display the setting in an unfavourable way.

Thus, staff, including students and volunteers, must not post anything on these sites that may offend any other member of staff, parent/carer, or child. They must not post anything on to a social networking site that refers to their employment at the setting or working in the Early Years profession. They must ensure that their level of security inhibits access to anyone other than accepted contacts.

Staff, including students and volunteers, must remember that social networking sites are highly visible. Staff, including students and volunteers, employed by the setting are professional and must ensure they keep their home life and work life separate.

Any of the above points not adhered to will result in the staff member in question facing disciplinary action and/or the termination of their contract with the setting.

This policy was adopted by

Busy Bees Childcare Centre

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Staff Babysitting Policy



## Staff Babysitting Policy

If a parent has an arrangement whereby a staff member looks after a child outside the setting hours, this is a private arrangement undertaken by the parent and the staff member concerned. As such, Busy Bees Childcare Centre's confidentiality MUST be maintained at all times. Failure to do so could lead to the staff member's dismissal.

If the staff member is to take a child out of the setting at the end of their session, the manager needs written parental permission before this occurs.

The staff member and child will NOT be covered under the setting insurance for any private arrangements and the setting takes no responsibility for this arrangement.

However, if a member of staff is concerned about the child at any time (child protection/safeguarding), they must without delay contact the local children's services.

This policy was adopted by

Busy Bees Childcare Centre

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Stress at work

## Policy



## **Stress at work policy**

This policy has been compiled to support the settings ongoing commitment to health and safety and to formally recognise assessment and management of stress at work.

### **Stress-definition**

Every job brings its own set of responsibilities and problems and the pressures and demands these place upon staff are an unavoidable part of working life. Some pressure can be beneficial. The tasks and challenges faced at work provide the structure to the working day, maintain motivation and are the way to a sense of achievement and job satisfaction. However, people's ability to deal with pressure is not limitless. Excessive workplace and or personal stress to which pressure can lead can be harmful.

Stress is the reaction people have to excessive pressure or other types of demand upon them. It arises when they worry, they can't cope.

### **Stress can involve:**

- Physical effects, such as raised heart rate, increased sweating, headache, dizziness, blurred vision, aching neck and shoulders, skin rashes and a lowering of resistance to infection.
- Behavioural effects such as increased anxiety and irritability, a tendency to drink more alcohol and smoke more, difficulty sleeping, poor concentration and an inability to deal calmly with everyday tasks and situations.

These effects are short-lived and do not generally produce lasting harm. When the pressures recede, there is usually a return to normal.

Stress is not therefore the same as ill health. But in some cases, particularly where pressures are intense and continue for some time, the effects of stress can be more sustained and far more damaging, leading to longer term psychological problems and physical ill health.

### **Causes of stress:**

Harmful levels of stress are more likely to occur where:

- Pressures pile on top of each other or are prolonged.
- People feel trapped or are unable to exert any control over demands placed upon them.
- People are confused by conflicting demands.
- People feel a high degree of uncertainty about their work, their objectives or their career or job prospects.
- Workload is demanding or inflexible.
- There is prolonged conflict between individuals, possibly including racial or sexual harassment or where staff are treated with contempt or indifference.
- There is a lack of leadership and understanding from managers or supervisors.
- Problems and difficulties occur in their personal lives outside the workplace.

## **Legislation**

Busy Bees Childcare Centre has a general duty under health and safety at work act 1974 to ensure, as far as is reasonably practicable that workplaces are safe and healthy, and that appropriate welfare arrangements are made.

Under the Management of safety regulations 1993 management are required to assess the nature and scales of risks to health in the workplace and devise appropriate control and monitoring measures.

## Policy

The committee and Nursery manager will comply, so far as is reasonably practicable, with legislation. They will endeavour to identify sources of stress in the workplace using stress auditing and subsequently address areas of concern with the prime purpose of achieving a healthy workforce.

The following objectives will therefore be pursued.

- Minimizing stress by seeking to reduce hazards to health and safety and unreasonable pressures to which employees are exposed.
- Management recognition and appropriate timely reaction to deal with stress as it arises.
- Rehabilitation by offering enhanced support, including counselling, to help staff cope with and recover from stress related conditions which already exist.

The Nursery is therefore committed to identifying the causes of stress, raising awareness, and providing appropriate training for staff, who will be encouraged to participate.

## Stress Audit

In order to objectively assess current levels of stress among staff and devise strategies for improving and monitoring levels, an audit will be undertaken.

## Means of stress auditing

- Absence monitoring
- Time logs (recording of sessions worked)
- Staff appraisals and open-door policy for all staff

## Strategy for reducing stress

The Nursery manager and the committee will endeavour to reduce or remove unnecessary stress to all staff by:

- Ensuring good communications.
- Promoting confidence and competence.
- Flexibility without being unfair to other individuals
- Providing scope for improving working conditions and for people to influence the way their jobs are done, thereby increasing interest and sense of ownership.
- Planning work to avoid unreasonable deadlines.
- Promoting an open attitude by managers and colleagues to what people say about stresses associated with their jobs.
- Encouraging and promoting collaboration rather than unhealthy competition.
- Endeavouring to ensure fair treatment, and actively discouraging bullying and harassment.
- Endeavouring to provide appropriate skills, training and resources needed to do their jobs properly.

Implementation of the above in conjunction with the results obtained from the audit should promote a positive culture for stress management.

## Monitoring

Monitoring techniques to be used will include:

- Staff absences
- Reports on levels of staff absence due to stress
- Staff appraisal, this scheme provides an opportunity to discuss potential causes of stress.

## Committee and management response to incidents of excessive stress.

- Discussion about the causes, with another employee or a friend present if the employee wishes
- Careful reintroduction to work following absence.
- Commitment to seek longer term investigation of problems identified, where necessary.

Where the Nursery manager is suffering excessive stress, appropriate support will be made available by the committee and the Welfare team.

This policy was adopted by

Busy Bees Childcare Centre

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Students and Volunteers Policy



## Students and Volunteers Policy

Busy Bees Childcare Centre recognises that the quality of care and activities we offer make an ideal place for students on placement, whether from schools or college childcare courses. We welcome students under the following conditions:

- Students and volunteers will only be offered a place following a full interview. All students and volunteers need to undergo induction training upon starting at the setting.
- All student and volunteers will need to have up-to-date clearance from the Disclosure and Barring service (DBS)
- The manager will need to understand the requirements of the course that the student is taking, as far as possible, in order to provide the opportunity to experience the most relevant aspects of setting life.
- Students will be assigned a mentor for each room they assist in. the mentor will complete reports and assist the student in achieving their target.
- Students will undergo an induction with the manager to ensure they are aware of Busy Bees Childcare Centre's high professional expectations. The manager will enter into a formal written agreement with students and volunteers at the start of the placement agreeing hours of work, dress code and expected behaviour within the setting. Students and volunteers must read and sign the conditions before making a commitment to voluntary work.
- Students and volunteers must never be left alone with any children. All activities will be supervised by a member of staff.
- Any information gained by the student or volunteers either verbally or written must remain confidential.
- Written parental permission must be sought before an observation or child study occurs.
- Each room can take only one student or volunteer at a time.
- Students and volunteers on placement should not be counted within the staff to children ratio.
- Students and volunteers are encouraged to ask if they have any queries about the setting, its policies, and practices.

This policy was adopted by

Busy Bees Childcare Centre

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Sun Protection Policy



## Sun Protection Policy

Busy Bees Childcare Centre understands the dangers posed to staff and children by overexposure to the sun.

In hot weather parents/carers MUST put sun cream on their child before they arrive at the setting. We will assume that ALL children come into the setting protected with sun cream at the start of their session.

In addition to this, staff will apply sun cream to the children as necessary later in the day to ensure their protection.

We will apply sun cream to your child that you have supplied after written consent has been provided by the parents/carers. Your sun cream MUST be clearly named.

Parents/carers are also reminded that their child will be required to wear a suitable sun hat before going outdoors. We do have some spare hats that are available to give to children who forget their own.

Staff are encouraged to wear hats when sunny outside, to set a good example.

In hot weather staff will ensure there is plenty of drinking water available both inside and outside. Children will be encouraged to drink water frequently. Staff should ensure that there are also shady areas in the outdoor area.

Sun protection will be discussed with all children at the beginning of the summer term and repeated as appropriate.

Staff will make sure that the time is limited for children to be outside during peak times during hot periods.

This policy was adopted by

Busy Bees Childcare Centre

On

Date to be reviewed

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Supervision Policy



# Supervision Policy

## Statement of intent

At Busy Bees Childcare Centre, we recognise that supporting staff is essential to their well-being and to their long-term personal and professional development.

**We wholeheartedly agree with the Plymouth Review and the following recommendations:**

- Encourage open discussions amongst the staff group about good and poor practice and facilitate constructive challenge of each other
- All Early Years teams to have regular supervision which always includes a safeguarding element.

During staff supervision as well as in more general situations the following is discussed sensitively, openly, and professionally:

**Staff well-being-** how they are feeling with home and work life, do they need any support?

**Concerns/team issues** (worker relationships, rotas, new ideas, area of work, safeguarding, key children).

We make sure to discuss within Supervision, as stated within the EYFS.

- Discuss any issues-particularly concerning children's development or well-being, including child protection concerns.
- Identify solutions to address issues as they arise.
- Receive coaching to improve.

We have taken on board the EYFS requirements regarding supervision: we see supervision taking place in many forms, such as coaching, training and support. We recognise the value of regular, face-to-face, personal supervision of staff by the manager.

Therefore, staff will have face-to-face supervision sessions, the frequency and length determined by how long they have been in post, their qualifications, experience and whether there are any personal or professional concerns that need to be discussed.

Managers must discuss safeguarding and staff well-being during the one-to-one supervision sessions.

The manager and the staff member will need to record and date any actions on the one-to-one supervision template.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Supporting Children With Their Behaviour Policy



## Supporting Children with Their Behaviour Policy

We recognise that children's behaviour is a form of communication. We also recognise that children need the skills to self-regulate their behaviour.

At Busy Bees Childcare Centre, we aim to support children with self-regulation, in line with their personal, social, and emotional development, which is strongly links to British values.

Children's behaviour is supported through daily activities and experiences, for example tidy-up-time, and by providing suitable equipment and resources. We use circle time to discuss how children are feeling and to help children vocalise boundaries within the setting.

We treat child's behaviour based on age, stage, and ability. With this in mind, educators have a sound grasp of child development, which helps them ascertain how to respond to children and their behaviour.

The setting has a named person who is responsible for children's behaviour.

The manager shall ensure that the parents/carers are fully informed about the support that the setting has given their child.

Corporal punishment (slapping, smacking, or shaking) will NEVER be acceptable practices and WILL NOT be used. It may be necessary, on very rare occasions, to use restraining actions to prevent personal injury or serious damage, for example, in an emergency. These incidents will be recorded and shared with the child or children's parents/carers, who will countersign, and Ofsted will be notified. Parents/carers should feel free to discuss any concerns they may have with the manager. All matters will be treated in the strictest confidence.

If we are concerned about a child's behaviour, we will reference our safeguarding and child protection policy and inclusion and disabilities policy, to make sure that we are fully supporting every child. We will carry out robust observations of the child throughout the session, identifying any triggers, which will be recorded and shared with parents/carers. This will help educators to further support the child.

Depending on the behaviour, we use a range of strategies.

### Inappropriate language/ swearing:

- Explain that the language should not be used in the setting
- Describe positively with the children the language that they should use.
- Make use of circle time to discuss appropriate language.
- Record and speak to parents if need be.

### Gun play and superhero

- Support children with this and have discussions on 'safe play'
- Give children the 'language' they need to discuss with other children if they do not want to be included.

### Sharing and conflict

Use the HighScope six-stage approach.

HighScope is a particular method for supporting children's learning. Put simply, it encourages children to make choices about what they want to do and to reflect on these choices- the 'plan, do, review' approach.

**Step 1: Approach quickly and calmly stopping any hurtful behaviour**

**Step 2: Acknowledge feelings**

**Step 3: Gather information**

**Step 4: Restate the problem**

**Step 5: Ask for ideas for solutions and choose one together**

**Step 6: Give follow-up support**

## **Other points to consider**

The educator should role model appropriate language:

- Describe the situation.
- I like the way that you are sitting.
- I have noticed that you walked over to the sand tray and put back the shovel.
- You look sad, would you like to tell me what the matter is?

Children are given a choice in everyday activities to support their behaviour self-regulation. For example: would you like an apple or a banana?

## **Self-protection and assertiveness:**

We support children to protect themselves, linking with the setting's safeguarding and child protection policy.

- By modelling the actions (Hold your hand out palm out) and say "stop I don't like that"
- Please can I have my jumper back?

## **Uncooperative children:**

- Listening to children
- Warning that an activity or experience will change is helpful (how many minutes/ egg timers, sand timers help)
- Identify children and give support to those who find change difficult.

## **Biting:**

- Educators will take into consideration the age, stage, and ability of the child.
- Pay full attention to the child who has been bitten.
- Give appropriate first aid.
- Record as an incident.
- Firmly say stop.
- Use one-to-one time to show gentle behaviour.

## **Meltdown/ tantrums:**

- It is important to note that children who are experiencing a meltdown are supported safely and that they cannot harm themselves or others. Try not to reason with the child at this stage.
- Offer a cuddle
- Once the child has calmed down and if there has been destructiveness, gently discuss with the child how they may help to clear up.

## **Upset and distressed children:**

- Be mindful of children who are settling, experiencing separation and/or a personal family issue.
- Key person to be aware and offer appropriate attention and cuddles if need be.

Discuss with parent's personal items that offer comfort. Identify the needs of the child and what might help the child.

## ABC approach:

We use the ABC approach to identify triggers:

- Antecedents
- Behaviour
- Consequences

The key person will observe and record children's behaviour in a variety of situations if there is concern, and share with parents/carers, the colleague who is responsible for behaviour and other professionals if appropriate.

## Bullying Policy

Busy bees Childcare Centre regards bullying of any description as a unique issue. Within this policy for the setting, we expect that everyone will regard each other with respect, whether the individuals are staff, parents/carers, or children.

Bullying takes many forms, some of which are indicated below, all of which will be challenged and dealt with in an appropriate manner:

- Actual physical assault
- Threatening physical assault
- Criticism and making derogatory comments
- Ostracising individuals
- Keeping silent when an individual approaches

Where a child or children are the instigators of bullying, the setting should make use of the "behavioural statements" approach. This depends on the age and level of emotional understanding of the children involved. Children respond more to factual information rather than an adult assuming they understand how someone else feels.

Making a statement such as: "You hit Jackie". "She is hurt". "She is crying because she is hurt" will have more impact because it is a matter of fact, rather than asking the child how they would feel if it happened to them. Children need to understand that any behaviour has a consequence.

**The setting will take a very serious view of any adult who threatens or actually carries out a physical assault on another person.**

- A member of staff will be instantly dismissed if they are the instigator.
- A parent/carer will be informed that they are no longer welcome in the building and that another person must be named to drop off and collect their child.
- If the situation does not improve, the parent/carer will be informed that they may no longer use the setting for their child's care.

If bullying takes the form of criticism or making fun of an individual, again, the behaviour will be challenged and dealt with in a similar manner as physical threats.

Busy Bees Childcare Centre takes any kind of bullying seriously and all staff will be trained to identify and challenge it appropriately. The long-term consequences of bullying on the self-esteem and confidence of children and adults are serious and will be treated as such.

At no time will a child:

Receive any form of corporal punishment  
Be shouted at or intimidated  
Be made to appear foolish

Be made to feel bad or devalued  
Be deprived of drink or food  
Be isolated away from the group or be on their own.

There will be NO naughty chair or place in the setting. We do not use 'time out' approach.

If a child is continuously disruptive this should be brought to the attention of the manager who will meet the parents/carer and agree a plan of action whereby everyone works in partnership to encourage positive behaviour.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# The Prevent Duty and promotion of British Values policy



# The Prevent Duty and Promotion of British Values Policy

- The Prevent Duty Policy forms part of our wider safeguarding duties to keep children safe from harm. This Policy reinforces our existing duties by focusing on the prevention of radicalisation and the promotion of fundamental British Values.
- In accordance with Section 26 of the Counterterrorism and Security Act 2015, the Pre-school has a duty “to have due regard to the need to prevent people from being drawn into terrorism”.
- The fundamental British Values of democracy, rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs are already implicitly embedded in the Statutory Framework for the Early Years Foundation Stage (published January 2024).

## PROCEDURES:

It is important that staff can identify children who may be vulnerable to radicalisation so the Nursery will ensure that members of staff undertake Prevent Duty training which is appropriate to their role. Online training is provided by the government, and three packages, plus a refresher course are currently available at: <https://www.support-people-vulnerable-to-radicalisation.service.gov.uk>

### Prevent Awareness:

This offers an introduction to the Prevent duty and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.

### Prevent Referrals:

This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate.

### Channel Awareness:

This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting.

- The Local Authority’s British Values training should be undertaken by the Designated Safeguarding Lead (DSL) and key points will be cascaded down to other staff at team meetings.
- There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology, but staff should be alert to changes in children’s behaviour, including even very young children, which could indicate they may be in need of help or protection. These behaviours may be evident during circle time, role play activities and quiet times.
- The Prevent Duty does not require the staff and volunteers to make unnecessary intrusions into family life, but they must take action when they observe behaviour of concern. Staff and volunteers should follow the usual safeguarding procedures and, in the first instance, should discuss their concerns with Penni Purkhardt, the Designated Lead for Prevent (DLP) or, in her absence, Rebecca Browne (Deputy DLP). The Nursery must have regard to the Prevent Duty Guidance for England and Wales 2023; available at <https://www.gov.uk/government/publications/prevent-duty-guidance>

The Nursery follows the Essex County Council safeguarding procedures when referring concerns or if it is believed that a child is at immediate risk of harm.

- Advice can be sought from the Essex Safeguarding Children’s Board [ESCB - Home](#) you can contact them on 0345 603 7627 or the Police (non-emergency) on 101.
- The Department for Education has a

dedicated webpage for raising concerns relating to extremism but this should not be used in emergency situations: <https://report-extremism.education.gov.uk/>

- Staff and volunteers must be aware of the need to use the internet responsibly and to support young children to stay safe online. For further information see the Nursery's Acceptable Use of Technologies Policy.

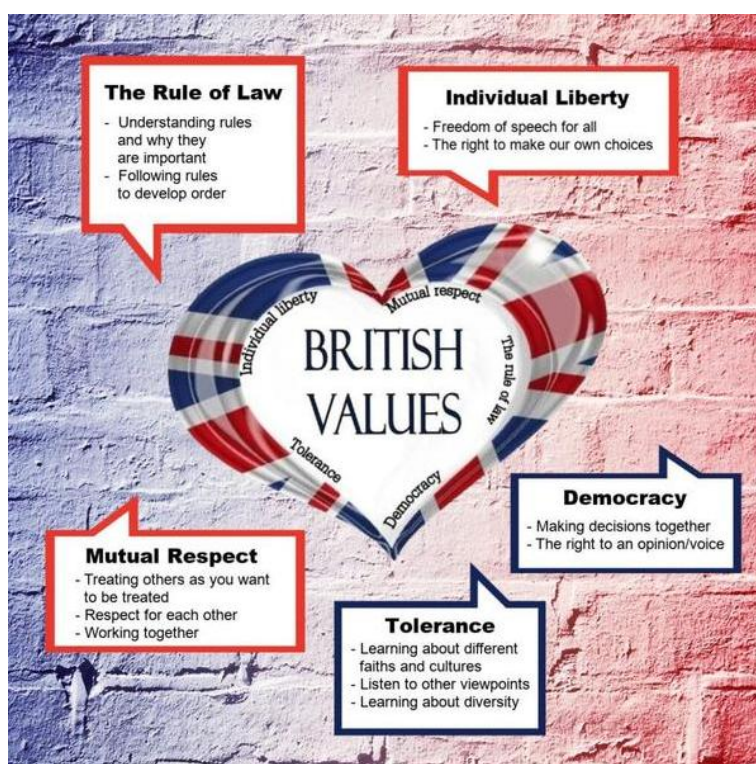
## British Values

At Busy Bees Childcare Centre, we develop and promote British Values throughout our nursery and within our curriculum.

"We want every school to promote the basic British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs." *Lord Nash*

A key part of our plan for education is to ensure children become valuable and fully rounded members of society who treat others with respect and leave school fully prepared for life in modern Britain.

The Nursery will build children's resilience to radicalisation by providing age-appropriate routines, experiences and activities that also promote the British Values of



To do this our children will develop.

- An understanding of how citizens can influence decision-making through the democratic processes such as elections.
- An acceptance that people having different faiths and beliefs to oneself (or having none) should be accepted freely by all our staff and pupils and should not be the victim of any discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

- An understanding that the freedom to hold other faiths and beliefs is protected in law.

**The following behaviours are unacceptable and will be challenged:**

- Actively promoting intolerance of other faiths, cultures, and races.
- Failure to challenge gender stereotypes and routinely segregating girls and boys.
- Isolating children from their wider community.
- Failure to challenge behaviours (whether of staff, children, or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect, and tolerance for those with different faiths and beliefs

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Threats and Abuse Towards Staff and Volunteers Policy



## Threats and abuse towards staff and volunteers

The setting is responsible for protecting the health and safety of all staff and volunteers in its services and has a duty of care in relation to their physical and emotional well-being. We believe that violence, threatening behaviour, and abuse against staff are unacceptable and will not be tolerated. Where such behaviour occurs, we will take all reasonable and appropriate action in support of our staff and volunteers.

- Staff and volunteers have a right to expect that their workplace is a safe environment, and that prompt and appropriate action will be taken on their behalf if they are subjected to abuse, threats, violence or harassment by parents, service users and other adults as they carry out their duties.
- The most common example of unreasonable behaviour is abusive or intimidating and aggressive language. If this occurs, the ultimate sanction, where informal action is not considered to be appropriate or has proved to be ineffective, is the withdrawal of permission to be on the premises.
- Where a person recklessly or intentionally applies unlawful force on another or puts another in fear of an immediate attack, it is an offence in law which constitutes an assault. We would normally expect the police to be contacted immediately.

There are three categories of assault, based on the severity of the injury to the victim.

1. Common Assault - involving the threat of immediate violence or causing minor injury (such as a graze, red-denning of the skin or minor bruise).
2. Actual Bodily Harm - causing an injury which interferes with the health or comfort of the victim (such as multiple bruising, broken tooth, or temporary sensory loss).
3. Grievous Bodily Harm - causing serious injury (such as a broken bone or an injury requiring lengthy treatment).

There is also an aggravated form of assault based upon the victim's race, religion, disability or sexual orientation and other protected characteristics as defined in the Equality Act 2010 which carries higher maximum penalties.

It is important to note that no physical attack or injury needs to have occurred for a common assault to have taken place. It is sufficient for a person to have been threatened with immediate violence and put in fear of a physical attack for an offence to have been committed.

Any staff member or volunteer who feels under threat or has been threatened, assaulted, or intimidated in the course of their work must report this immediately to their manager who will follow the setting manager's procedures and guidance for responding.

999 should always be used when the immediate attendance of a police officer is required. The police support the use of 999 in all cases where:

- there is danger to life
- there is a likelihood of violence
- an assault is, or is believed to be, in progress
- the offender is on the premises
- the offence has just occurred, and an early arrest is likely

If it is not possible to speak when making a 999 call because it alerts an offender, cough quietly or make a noise on the line, then follow the prompts to dial 55 (mobiles only) for a silent call. Police may be able to trace the call and attend the premises.

## Harassment and intimidation

Staff may find themselves subject to a pattern of persistent unreasonable behaviour from individual parents or service users. This behaviour may not be abusive or overtly aggressive but could be perceived as intimidating and oppressive. In these circumstances staff may face a barrage of constant demands or criticisms on an almost daily basis, in a variety of formats for instance, email or telephone. They may not be particularly taxing or serious when viewed in isolation but can have a cumulative effect over a period of undermining their confidence, well-being, and health. In extreme cases, the behaviour of the parent or other service user may constitute an offence under the Protection from Harassment Act 1997, whereby:

If so, the police have powers to act against the offender. Such situations are rare but, when they do arise, they can have a damaging effect on staff and be very difficult to resolve. If the actions of a parent appear to be heading in this direction, staff should speak to their manager who will take appropriate action to support. This may include the manager sending a letter to the aggressor, warning them that their behaviour is unacceptable and may result in further action being taken against them. All incidents must be recorded and reported to the owners/directors/trustees.

## **Banning parents and other visitors from the premises**

- Parents and some other visitors normally have implied permission to be on the premises at certain times and for certain purposes, and they will not therefore be trespassers unless the implied permission is withdrawn.
- If a parent or other person continues to behave unreasonably on the premises a letter will be sent to them from the trustees withdrawing the implied permission for them to be there.
- Further breaches may lead to prosecution of the person concerned by the police, and they are treated as a trespasser.
- Full records are kept of each incident, in the Reportable Incident Record, including details of any person(s) who witnessed the behaviour of the trespasser(s), since evidence will need to be provided to the Court.

## **Dealing with an incident**

- We would normally expect all cases of assault, and all but the most minor of other incidents, to be regarded as serious matters which should be reported to the setting manager and/or the police and followed up with due care and attention.
- A record of the incident must be made whether the police are involved or not.
- Whilst acknowledging that service users i.e. parents and families, may themselves be under severe stress, it is never acceptable for them to behave aggressively towards staff and volunteers. Individual circumstances along with the nature of the threat are considered before further action is taken.
- All parties involved should consider the needs, views, feelings and wishes of the victim at every stage. We will ensure sympathetic and practical help, support and counselling is available to the victim both at the time of the incident and subsequently.
  - A range of support can be obtained:
    - from the setting manager, trustees, or a staff colleague
    - from Victim Support on giving evidence in court
- In non-urgent cases, where the incident is not thought to be an emergency, but police involvement is required, all staff and volunteers are aware of the non-emergency police contact number for the area.
- 999 calls receive an immediate response. Unless agreed at the time, non-emergency calls are normally attended within 8 hours (24 hours at the latest).
- When they attend the setting or service, the police will take written statements from the victim (including a 'Victim Personal Statement') and obtain evidence to investigate the offence in the most appropriate and effective manner.

- The police will also consider any views expressed by the setting manager and owner/directors/trustees as to the action they would like to see taken. The manager should speak to the victim and be aware of his or her views before confirming with the police how they wish them to proceed.
- In some cases, the victim may be asked by the police if he/she wishes to make a complaint or allegation against the alleged offender. It is important to ensure that the victim can discuss the matter with their line manager, a colleague or friend before deciding on their response. It is helpful for the victim to be assured that, if there is a need subsequently to give evidence in court, support can be provided if it is not already available from Victim Support.
- The decision regarding whether an individual is prosecuted is made by the police or Crown Prosecution Service (CPS) based on the evidence and with due regard to other factors.
- After the incident has been dealt with, a risk assessment is done to identify preventative measures that can be put in place to minimise or prevent the incident occurring again.

## Harassment or intimidation of staff by parents/visitors

- The setting manager should contact their committee for advice and support.
- Where the parent's behaviour merits it, the setting manager, with another member of staff present, should inform the parent clearly but sensitively that staff feel unduly harassed or intimidated and are considering making a complaint to the police if the behaviour does not desist or improve. The parent should be left in no doubt about the gravity of the situation and that this will be followed up with a letter drafted by the setting manager but sent to their line manager for approval before being issued.
- The setting manager and/or owners/directors/trustees might wish to consider advising the parent to make a formal complaint. Information about how to complain is clearly displayed for parents and service users.
- If the investigation concludes that the parent's expectations and demands are unreasonable, and that they are having a detrimental effect on staff, the findings can strengthen the setting manager's position in further discussions with the parent and subsequently, if necessary, with the police.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Uncollected Children Procedure



# Uncollected Children Policy

Busy Bees Childcare Centre puts the safety of the children first; from the moment they arrive to the moment they leave.

At the end of each session the setting will make sure that each child is collected by a responsible adult as permitted on the child's registration form. If any children are not collected at the end of the session the following procedure will be put into place:

The manager should contact the parent/carer, or other designated adult, and use the emergency contact details on the child's form. The manager should leave messages on any answerphones asking the person to get in contact with the setting immediately, leaving the settings telephone number. While waiting to be collected the child must be supervised by a minimum of two members of staff who should support and reassure the child.

If contact with a designated adult has not been achieved within one hour, then the local authority children's social care team should be contacted on: **03456037627**.

A child left uncollected at the setting remains in the charge of the manager. That responsibility can only be discharged by passing the child into the care of another appropriate adult or into the care of the local social services. The statutory responsibility for the child at risk rests with the Children's Service Department. The response of Children's Services in an emergency will vary, depending on the details of each case.

If it is not possible to secure practical assistance within a reasonable period, the police should be contacted. The police should be able to offer support, **but not take charge of the child**.

If the setting building ceases to be available, the parent/carer or alternative carer and social services should be made aware that the child and a member of staff will be waiting at the local police station. One member of staff must stay with the child until an authorised adult arrives at the police station to collect him/her.

The manager should then attempt to leave a phone message with the parents/carers if the child has been taken to a child protection agency or to the police station. A note should be left on the door of the building informing the parent/carer in case they turn up.

Under no circumstances must a member of staff take a child to their own home or leave the site with a child (unless taking the child to the police station). Incidents of late collection will be recorded by the manager on an incident form and reported to the committee. The manager must discuss the lateness with the parent/carer and highlight the fact that continued lateness could result in the loss of their child's place at the setting.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Visitor Policy



## Visitors Policy

From time to time, we will have visitors to Busy Bees Childcare Centre for many reasons, ranging from early years assessors, potential parents to childcare service advisors. This policy is in place to ensure the safety of the children as well as the staff remains a priority at all times when visitors are onsite. All visitors will be made aware of our requirements and expectations during their visit.

The front door is locked at all times and only opened during drop-off and pick-up time when a member of staff is on the door to make sure no unexpected visitors access the building.

### Procedure for visitors

Visitors will have to identify themselves at the entry to the nursery on the intercom system. They will be asked by a member of staff what the purpose of the visit is or whom they are coming to see and provide identification. This identification should be validated if a member of staff is at all unsure.

The visitors will be asked to put their mobile phone in the secure lockable mobile phone storage in the Art kitchen for the duration of the visit and will be given their phone back when leaving the nursery. If for any reason a visitor needs their phone reachable easily then the manager or deputy manager may at their discretion agree to the phone being placed on the filing cabinets in the office.

The following information on all visitors to the setting will be logged on the visitors sign in sheet on entry:

- Date
- Time in
- Time out
- Name of visitor
- Reason for visit

The visitor will also be given a lanyard with the designated safeguarding leads name on as well as Essex Children's and Families Hub and Local Authority Designated Officer (LADO) number on it. This is in case they have any concerns when visiting the premises, they can contact the right service provider.

During the visit the visitor will be reminded to remain clearly visible to staff at all times they are on the premises.

If an unexpected visitor has no suitable reason to be on the premises they will be asked to leave immediately and escorted from the premises. If the visitor repeatedly refuses to leave, the police will then be telephoned immediately. A record will be made of any such incidents on an incident form and the committee will be immediately notified.

Upon finishing their visit, the visitor will have to sign out of the premises in the visitor's book, hand back their lanyard and will be given their mobile phone back.

Contractors, suppliers and all other visitors requiring access to any area of the setting must only be permitted entry on the authority of the nursery manager or deputy manager.

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Visits and Outings Procedure



## Visits and Outings Procedure

Prior to a visit or outing, a member of staff will carry out an exploratory visit of the proposed destination to evaluate any potential difficulties.

The manager will ensure that a thorough risk assessment for the outing is completed and signed two weeks before the outing is to take place. This should take into consideration the journey and transport involved.

Staff will involve children, when possible, in the planning of outings. Staff will explain to the children the objectives of the event and what is expected of them on the outing.

### Parental Consent

The Room leaders are responsible for collecting parental consent forms for each child who will be attending the outing. The parents/carers will be given information on the cost, where the outing is going, what the children will be doing when they get there, the mode of transport being used, any special clothing needed and the times of the trip.

Parental consents are required for any activity where the children have to leave the setting. Copies of the consent forms must accompany the members of staff attending the outing, originals should be kept on file at the setting.

Parents/carers have the absolute right to withhold consent for a proposed visit or outing.

### Morning of Outing

Prior to the commencement of the outing all children will wear a label identifying the name of the setting, address, and telephone number.

**The children should have a pre-outing talk (age and stage appropriate), which should include the following topics:**

- Which member of staff is in charge of which children.
- How to behave and what to do on different types of transport.
- Behaviour while out on the visit.
- To always stay with their member of staff and not to wander off.

The manager must nominate a member of staff to be in charge of the trip. All members of staff on the trip must be informed of the names of all children for whom they have direct responsibility and be given a copy of the child's outing consent form.

**The manager should also discuss the following issues with staff prior to the outing:**

- In cases of incidents, the setting (manager and/ or senior person) should be contacted first and then parents/carers.
- Staff should make sure that children are secure and safe on various modes of transport.
- How to keep the children safe when walking to a venue.
- To return to the setting if a venue appears unsafe.
- Toilet issues.
- Staff are not permitted to smoke on outings.

The person in charge of the trip should ensure that the names of all the children and staff are listed on the outing form. The staff must have adequate funds for emergencies and phone calls. Children must have all that they need for the outing e.g. packed lunch boxes, coats etc. the staff must have the relevant paperwork for the children. One member of staff is to be responsible for the first aid box.

## Outing logs include:

- Who is the leader of the outing.
- Manager or deputy must give signed permission for the outing.
- Time and date of departure, estimated return time, time and date of actual return.
- Names of staff and children.
- Brief description of what the children are wearing.
- Setting identity badge.
- Mobile phone.
- Named paediatric first aiders.
- First aid kit and evaluation.
- Action of outing.

## During visits and outings

- Children will remain under close supervision at all times.
- The person in charge will ensure that they have a full first aid kit that complies with the Health and Safety Policy.
- Two designated members of staff will have their mobile phones with them. The numbers must also be left with the manager in case of the need for emergency contact.
- A register must be taken at the beginning, middle and end of the outing, with regular head counts throughout the day.

On visits and outings, the number of staff required will be as follows:

## Outings considered a low risk

This category includes visits to the theatre, museum or other educational or cultural centres, such as historic buildings where there are no physical activities or proximity to water and where travel will be on foot or by hired or public transport.

Minimum of two staff per outing.

## Outings considered a high risk (involving hazardous activities)

This category includes visits to recreational and educational activity centres, such as farms, theme park, fun fairs, and seaside.

Minimum of three staff per outing.

When on a visit to the seaside it is recommended that unless the ratio of adult to child is one to one, no child should be allowed to paddle (up to the child's ankle) in the sea. Under no circumstances should children be allowed to swim in the sea.

### Travel Arrangements for Outings

The adult-child ratio will be determined by the mode of transport e.g. bus, train, or coach and by the activity to be undertaken at the destination. 'Outings considered being a low risk and high risk' should be referred to. If the manager is in doubt as to the ratio that should be used for a specific outing, they should discuss the situation with the committee.

An outing's evaluation must be completed at the end of the outing, stating how it went and any issues that need to be considered for future reference.

This policy was adopted by

Busy Bees Childcare Centre

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On \_\_\_\_\_ *(date)*

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

# Whistle Blowing Policy



## Whistle Blowing Policy

The Public Interest Disclosure Act 1998, commonly called Whistleblowing Act, provides protection for staff who disclose information on wrongdoing at work that might otherwise be seen as confidential.

The Public Interest Disclosure Act 1998 gives legal protection to employees against being dismissed or penalised by their employers as a result of publicly disclosing certain serious concerns, it is a fundamental term of every contract of employment that an employee will be faithfully serve his or her employer and not disclose confidential information about the employer's affairs. However, where an individual discovers information that is believed to show malpractice or wrongdoing within Busy Bees Childcare Centre, then this information should be disclosed without fear of reprisal and may be made independently of line management and the setting. For example, staff should be aware that they can contact Ofsted.

It should be emphasised that this policy is intended to assist individuals who believe they have discovered malpractice or impropriety. It is not designed for the questioning of financial or business decisions taken by the setting, nor may it be used to reconsider any matters that have already been addressed under harassment, complaint, or disciplinary procedures. It is expected that staff will use this policy rather than air complaints outside the setting.

The setting will treat all such disclosures in a confidential and sensitive manner. The identity of the individual making the allegation may be kept confidential as long as it does not hinder or frustrate any investigation. However, the investigation process may reveal the source of the information and the individual making the disclosure may need to provide a statement as part of the evidence required. This policy encourages individuals to put their name to any disclosures they make. Concerns expressed anonymously are much less powerful, but they will be considered at the discretion of the committee.

### Procedures for Making a Disclosure

The individual should usually make the disclosure to their designated manager or deputy. This person will consider the information made available to them and decide on the form of investigation to be undertaken. Normally the person making this decision will take into account the views of at least one other member of staff.

#### The decision may be:

To investigate the matter internally

To refer the matter to the police.

If the decision is that investigations should be conducted by more than one of these means, the designated person should be satisfied that such a course of action is warranted, the possibility of double jeopardy notwithstanding.

Investigations should not be carried out by the person who will have to reach a decision on the matter. Any investigation will be conducted as sensitively and speedily as possible.

#### As a result of this investigation other internal procedures may be invoked, such as:

- Disciplinary
- Grievance or complaints
- Harassment
- Or it might form the basis of a special investigation

In some instances, it might be necessary to refer the matter to an external authority for further investigation. In particular, cases alleging fraud.

The designated person will inform the individual making the disclosure what action, if any, is to be taken, if no action is to be taken then the individual concerned should be informed of the reason for this and allowed the opportunity to remake the disclosure to another appropriate person.

The person or persons against whom a disclosure is made will be told of it, the evidence supporting it and will be allowed to comment before any investigation is concluded or further action commenced.

A report of all disclosures and any subsequent actions taken will be made by the designated person, who will retain such reports for a specified period of time.

We are aware of the NSPCC whistleblowing advice line for preschools

<https://www.nspcc.org.uk/fighting-for-childhood/news-opinion/new-whistleblowing-advice-line-professionals/>

For further advice or even information on this subject you can contact

Whistleblowing charity Public Concern at Work on: 020 7404 6609, or by email at [whistle@pcaw.org.uk](mailto:whistle@pcaw.org.uk)

Information Advice and Assistance Service (IAA) phone: 0845 6080033

Ofsted: Email: [whistle.blowing@ofsted.gov.uk](mailto:whistle.blowing@ofsted.gov.uk)

Phone: 0300 1233155, staffed from 8am to 6pm

Address: WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD

This policy was adopted by

Busy Bees Childcare Centre

On

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

Date to be reviewed

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

Signed on behalf of the provider

Name of signatory

Role of signatory (e.g. chair, director, or owner)

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