

Norwich City College Nursery

Policies And Procedures Manual



Policies & Procedures

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NORWICH CITY COLLEGE NURSERY **POLICIES AND PROCEDURES MANUAL**

1. Admissions Policy

The purpose of the College Nursery is to provide quality childcare to students and staff of City College and all community users. First access to places is offered to existing users, followed by those on the waiting list.

Parents / carers agree to work in partnership with the Nursery staff to meet the needs of their child.

The College policy framework covers the Nursery. This includes the College Disability Policy and the Equal Opportunities Policy.

Initial Visit

Once it has been confirmed that a space will be available for your child the Nursery Manager or Deputy will show prospective parents around the Nursery and will explain in detail the daily routines and philosophies of the Nursery.

Application Procedure

Once the Nursery has received a completed waiting list form your child's name will be placed on the waiting list. The Nursery Manager will contact you as soon as they are able to offer you a place.

When a place becomes available the Manager will invite you and your child to visit the Nursery for a settling session, this enables you to meet the staff and discuss your child's routines and needs. Two further visits will be arranged for your child to visit for a play session, without you if appropriate.

If the three visits were not sufficient we would like to encourage you to stay with your child until they are happy, or until a member of staff suggests your child is confident.

If you are concerned over the welfare of your child you are welcome to telephone the Nursery at any time on **(01603) 773121**

2. Registration Procedure

During visit one of the settling in process you will be given all your registration documents to complete.

These will include a registration form and card along with consent forms. You will be required to sign a contract and complete a direct debit mandate for the payment of your fees.

You will also be asked to produce your child's full birth certificate for us to copy for our records. This will be used to verify those with parental responsibility of your child and to clarify when they are eligible age for the free entitlements. A copy will be kept in your child's file until your child leaves the nursery.

A copy of our sickness policy will be given to you for your information.

All other nursery policies are detailed on our website www.ccn.ac.uk/nursery-city-college-norwich

It is recommended that you take the time to read these.

Once your child reaches the appropriate age for eligibility, Early Education is offered within the national parameters –

- no session to be longer than 10 hours
- no minimum session length (subject to the requirements of registration on the Ofsted Early Years Register)
- not before 6.00am or after 8.00pm
- a maximum of two sites in a single day

Early Education is offered to families 51 weeks of the year. The funded hours can be claimed (to the maximum available) – From 8am to 1pm & 1-6pm Monday to Friday.

We will work with parents to ensure that as far as possible the hours/sessions that can be taken as free provision are convenient for parents' working patterns.

When a child is eligible to receive their free entitlement, the parent will need to complete a Parent/Carer Claim form each term, stating the days and hours they would like to receive the funding on. Once completed, the data is sent to Norfolk County Council and the form is kept securely at Nursery.

Failure to return a completed claim form will result in the parent/carers being invoiced in full. Once a claim for is received a credit note will be issued for the resulting over charge.

For those families eligible for the extended offer of 30 hours the same procedures will apply. A current eligibility code must be provided on the form for the Nursery to confirm the extended funding.

Holidays, Sickness and Cancellation

However payment is made, fees are payable regardless of whether your child is able to attend Nursery or not, for example holiday or illness.

The Nursery requires at least 4 weeks notice in writing before withdrawing your child from their sessions. Until notice is received you will be charged in full for contracted sessions.

In the event that the Management decides to close the Nursery and that there is a disruption to services, for example, adverse weather conditions, acute staff illness or staff training day parent/carers will not be charged for the session missed.

Financial Support to Parents

The nursery accepts Childcare Vouchers direct through employers if there are no financial or administrative implications to nursery.

Any parent wishing to use Childcare Vouchers should contact the City College Norwich Finance department.

For students studying at City College Norwich support with fees may be available. Advice can be sought from the Learner Support Department within City College Norwich.

The Nursery will need to see a copy of any funding agreement made before a child can start at Nursery.

If a parent/carer has any issues with their invoice, they should contact a Nursery Manager in the first instance.

3. City College Nursery Charging Policy

College contracts are for 37 weeks of the year (term time) and are only offered to City College Norwich students or members of staff. If you require additional childcare during college vacations you can request these, however, places are allocated on a first come first served basis.

Community contracts are for 51 weeks a year as the Nursery closes for a week between Christmas and New Year.

Nursery fees are reviewed annually by the City College Norwich Corporation in line with College fee increases.

The Nursery will notify the parents in writing 4 weeks in advance of any price increase.

Current Nursery fees for College and Community contracts are available on request.

Additional charges

Hot lunch	£2.50
Snack	60p
Breakfast	30p
Birthday cake	£3.50
Late charge	£5.00 for each 5 minutes late

Meals are not included in the funding entitlement for 2 and 3 & 4 year olds, however, parent/carers are able to provide their child with a cold packed lunch and or snacks.

A late charge will be implemented and added to the next invoice raised if you or your designated person is late to collect your child.

No registration fee or deposit is currently charged to any user of the nursery.

Invoice Payments

All families will receive an itemised invoice monthly unless it has a zero balance. The invoice will state the number of sessions or hours booked and food consumed. Food invoices are raised in arrears so we can accurately charge for the lunches, snacks and breakfast each child has consumed or had booked for them.

If your child has food provided for them by the nursery and we are not made aware of any occasions your child will not be attending you will still be charged for snacks and lunches.

Invoices for sessions are issued in advance during the first two weeks of each month for the subsequent month.

Fees are taken by Direct Debit on the 15th of the relevant month, therefore paying half the month in arrears and half the month up front.

Payment can be made via Childcare Vouchers in agreement with City College Finance department.

The Nursery is unable to accept any payments in relation to fees. All transactions must be made directly with City College Norwich Finance department.

It is the parent/carers responsibility to contact a Nursery Manager and, or, City College Norwich Finance department if there is a problem with paying the bill and to discuss the possibility of paying by instalments.

In the event of non-payment of fees a reminder will be sent out by the finance department followed by a notice letter if payment is not received within the specified time scale.

The Free Entitlement- Early Education Funding

Government funding is intended to cover the cost to deliver 15 or 30 hours a week of free, high quality childcare. It is not intended to cover the cost of meals, consumables, additional hours or additional services.

The free entitlements will be delivered consistently so that all children accessing any of the free entitlements will receive the same quality and access to provision, regardless of whether they opt to pay for optional hours, services, meals or consumables.

The entitlement is offered free. Parents will not be charged a “top-up” fee to recoup the difference between the amount received from the Local Authority and the current hourly rate of the nursery.

The Nursery is registered to receive Early Education Funding Entitlement for 2, 3 and 4 year olds, where eligible.

Children receive funding in the funding period following their second or third birthday.

Funding periods run from:

1st September to 31st December

1st January to 31st March

1st April to 31st August

Parents can solely use the free hours at City College Nursery or the free hours can be split between City College Nursery and one other registered childcare provider. If the free hours are divided between two providers the total must not exceed the total number of hours set down for the term/year.

The Nursery operates for 51 weeks of the year and is listed with Norfolk County Council as an approved provider to offer the Early Education Funding entitlement.

4 Parental Involvement Policy

The Nursery is committed to working in partnership with parent/carers, and continuously works towards the best interests of your child. If you have any concerns over your child please make them known to an appropriate member of staff.

Parent/carers are welcome to visit the Nursery at any time, but it is requested that for security reasons nursery staff are made aware of the time you are to be expected.

The Nursery respects the fact that parent/carers have the greatest knowledge of their own child. Through partnership and discussion, we aim to work together to provide your child with the best possible care.

Parent/carers are welcome to discuss concerns regarding their child's welfare at any time. If required a time will be made available that is convenient for both parties to discuss these concerns in private.

Parent/carers have full access to any records that have been written on their own child's development. If you would like to see your child's records you must contact the Nursery Manager or Deputy Manager.

The nursery will monitor your child's development through continual observation. Consultations are offered to all parents wishing to discuss their child's development and progression through the nursery. These take place once a year in May/June.

Every child in the nursery is treated as an individual; we encourage them to develop their natural curiosity through play based activities.

Through child centered play the Nursery encourages children to develop their physical, intellectual, emotional, social and creative skills. We aim to develop their understanding and knowledge of the environment where they can make their own decisions, think for themselves and develop independence.

We encourage all the children to appreciate and care for their environment, to develop awareness and understanding of life outside the home.

Every child is encouraged to develop a kind, caring attitude and respect all people and property with the opportunity to learn without a sense of failure. We encourage interaction and collaboration between children and adults as individuals and in a group basis.

5. 'Settling-in' Policy

The settling-in period is a gradual introduction of the child to the Nursery, its children, activities, daily routines and the staff. It is also a gradual withdrawal of your presence and these two aspects must be carefully and sensitively balanced. At first, the Nursery is bound to be rather an overwhelming experience particularly for those who have not had experience of a playgroup, child minder, or some other form of care outside the home. Your child's personality will certainly make a difference: some take to the change very easily, whilst others need more care and time.

To introduce you and your child to our nursery, we offer three separate settling sessions, just before your child's starting date.

Spending time together enables everyone to develop trust, which is vital for the foundations of good relationships. Identifying the child's needs and interests and targeting them soon encourages interactions between staff and child. It is important that the main carer, who is a secure figure to the child, stays throughout the initial visit giving staff time for the bonding process with the child. Every child is different so the settling in process needs to be adapted to fit the child.

Please be reassured and try not to worry if your child experiences difficulties – it is a very normal part of a child's development to be anxious, nervous or angry about starting nursery. We also recognise that many parents/carers will find this a difficult and sometimes upsetting process. We hope that we can use our experience to support you and your child during this time.

Visit One – Depending on the age of your child this is approximately an hour, where you and your child will be welcomed into your child's room. You will be introduced to your child's key person and the key person role will be discussed with you. This is a time to discuss your child's needs and routines with their key person in order that their first experiences of nursery are positive ones.

Visit Two – Depending on the age of your child this will be between 1 and 2 hours. After a short time settling your child into play you will, if you feel ready, be encouraged to leave the room. This allows your child time to get used to being at nursery while you are not there.

Visit Three – Depending on the age of your child this will be between one and a half and four hours. Again, after a short time together you will be encouraged to leave the room. This helps your child enjoy a taster of being in nursery for a longer period and may include lunchtime.

There are no set times by which a child would be expected to settle into Nursery. All children are individuals and need to take time to settle in at their own pace. More settling sessions can be arranged if necessary. Nursery staff are here to give advice and support to parents/carers.

6. Settling from One Room to Another

Your child will move through the nursery at various ages. Depending on their individual needs a 'settling in' process will take place again to ensure this transition is as smooth as possible.

The 'settling in' process may be in the form of:

- one to three sessions during different times of the day to allow your child to experience the day to day routines of their new room.
- based on individual needs your child's current key person may spend the first visit, and others if needed, with your child.
- your child's new key person will spend all settling sessions with your child to allow your child to form positive relations with his/her new key person. If, however, your child has formed attachments with someone other than his/her key person then we will review the situation.
- all settling sessions should be prior to your child's birthday in order that, spaces permitting, they can move through to their new room as close to their birthday as possible.
- depending on your child's attendance, we would expect the settling in process to be carried out over a period of between one week and ten days. For those children who only attend for one session a week this may take longer.
- both key people relating to your child will discuss the settling in process of your child and your child's Learning Journey will be transferred to their new room.
- you will be given a suggested list of times and dates for settling sessions in order that you can discuss the move with your child.

It is important to note that children develop at different stages, and the transition from one room to another room will always be in agreement with the nursery and parent, and not based necessarily on their age.

7. Confidentiality policy

Statement of intent

It is our intention to respect the privacy of children and their parents and carer's, while ensuring that they access high quality pre-school care and education.

Methods

To ensure that all those using, and working in, the nursery can do so with confidence, we respect confidentiality in the following ways.

- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- Staff will not discuss personal information given by parents/carers with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance of confidentiality.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need-to-know" basis.
- Personal information about children, families and staff will be kept securely in a lockable filing system whilst remaining as accessible as possible.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Students on training are advised of our confidentiality policy and required to respect it.
- Parents'/carers' written permission will be sought before photographs are taken of children, either as individuals or in groups.
- The nursery will comply with all requirements of the General Data Protection Regulation (GDPR) 2018

We are committed to high standards of professionalism. Our philosophy is to respect the rights of those who use the nursery and that confidentiality is respected and maintained.

8. Equal Opportunities Policy

The Nursery is committed to providing equality of opportunity for all children and families, with respect to their race, colour, ethnic or national origins, gender, culture or religious belief. Every member of the nursery staff is committed to implementing the college's equal opportunities policy. Respect of others is further imbedded through the promotion of British Values in the Nursery. The key principals being democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

The nursery has an Equality Named Co-Ordinators (ENCO), Janet Wilkinson. Her role is to work with all families and staff to co-ordinate and monitor the equality requirements of all the children and families in the nursery.

We aim to show respectful awareness of all major events in the lives of all the Nursery children and families in our society as a whole and we welcome the diversity of backgrounds from which they come.

For any parents/carers where English is not their first language we can contact 'Intran', a translation service available by phone. We will provide information sheets translated into the required language (including Braille) on request.

Activities and the use of play equipment will enable children the opportunity to develop in an environment free from prejudice and discrimination, where they can explore, acknowledge and value similarities and differences between themselves and others.

A wide range of equipment will be offered to help children develop their self-respect and avoid stereotyping. All children, where appropriate, will be encouraged to participate in special events, celebrations and festivals.

Bi-lingual / multi lingual children's first language will be valued and their first language will be met, through words to assist us in being able to reassure a new child.

The Nursery Policy is to integrate every child into the Nursery, our primary aim is to support and promote the children's social skills to enable them to cope socially in a group of children.

If your child has special needs the Nursery Special Educational Needs Co-ordinator will carry out an initial assessment. Based on this professional judgment it will be decided if your child could cope in a group care situation. If required, further advice will be sought through the Area Link Teacher.

9. Health and Safety Policy

The Nursery staff are expected to comply with the 1974 Health and Safety at Work Act.

Please refer to the separate booklet entitled "Nursery Sickness Policies".

If your child has any of the following *infectious* illnesses or diseases they **will be excluded** from Nursery until they have been clear of symptoms for **48 hours**.

- 1: Chicken Pox
- 2: Measles / German measles
- 3: Mumps
- 4: Any other infectious / contagious illness judged by the staff to warrant exclusion.

- 5: Sickness and Diarrhoea
In line with national policy from OFSTED regarding the care of children under the age of 5 years, the exclusion period for sickness and diarrhoea is a minimum of **48 hours**.

If your child should become ill whilst attending the Nursery, the Nursery Manager or Deputy will decide whether it is desirable to keep your child within the confines of the Nursery or whether to contact you. Whilst your child remains in the Nursery he / she will be made comfortable, and a member of staff will be available at all times. In extreme cases, it might be necessary to call the college nurse and if required, your child will be transferred to hospital. An appropriate member of staff will accompany your child and stay with them until you arrive. You will be informed at the earliest opportunity.

If your child requires medication and it needs to be administered at Nursery a consent form **must** be signed on a **daily basis** by you the parent / guardian.

We ask that all children be excluded from the Nursery for 24 hours at the start of any **prescribed** medication.

If your child's temperature reaches 38°C whilst at Nursery, Calpol will be administered if we hold a parental written consent form. We will endeavor to inform you when we have administered the Calpol.

If we do not hold a parental consent form we will continue to monitor your child and telephone you if we are concerned with your child's health.

10. Handling and Storage of Food Policy

Food safety involves safeguarding food from anything that could harm the health of consumers.

Food Storage and Temperature Control

Maintaining adequate temperature controls of foods at all stages is essential for good food hygiene.

Refrigerators: It is necessary that –

- temperature control should be 1 to 8C
- the fridge is not overloaded
- the fridge is kept clean
- food is covered
- food is labelled
- stock is rotated
- there is regular maintenance and defrosting
- cross contamination is avoided

Dry Stores: these should be dry, well ventilated, well-lit and relatively cool – 10 to 15C. They should also be –

- easily and regularly cleaned
- pest proofed
- all food stored off ground
- all food in relevant, labelled containers
- all packaging must be secure
- check and rotate stock regularly

All staff that are responsible for the handling and storage of food should hold the Basic Food Hygiene Certificate.

11. Healthy Eating Policy

The sharing of refreshments can play an important part in the social life of the nursery as well as reinforcing children's understanding of the importance of healthy eating. By focusing on the early years we can encourage children to adopt healthy eating habits that will stay with them for life. A varied nutritious diet is fundamental for proper growth and development in young children. In the short term it can help children and young people to improve their concentration, growth and to support their learning. A good diet in childhood can reduce the risk of ill health later in life.

Positive messages about food and eating can be consistently reinforced to children through: the snacks, drinks and meals provided; the activities they engage in; the attitudes and behaviour of staff and carers towards food and food choice. The nursery recognizes the importance of:-

Developing positive eating habits - The foundation for good health begins early in childhood and involves establishing good food habits. The nursery aims to address this by:

Building food experiences - offering a variety of foods, and repeated exposure to new foods from an early stage encourages children to experiment and accept different tastes and textures.

Social skills - when children sit to eat and drink together this provides an opportunity for them to learn good social skills and behaviours associated with eating and drinking.

Role models - children often model their behaviour on observation of other individuals. Therefore, the food choices and eating habits of the adults, peers and siblings around children is important in reinforcing the right messages.

The Nursery will also ensure that:

- All meals and snacks provided are nutritious, avoiding large quantities of fat, sugar, salt, additives, preservatives and colourings.
- Children's medical and personal dietary requirements are respected.
- Menus are planned in advance and food offered is fresh, wholesome and balanced.
- The dietary rules of religious groups and of vegetarians and vegans are known and met in appropriate ways.
- All staff are trained in food hygiene to enable us to give a quality service.

Fresh water is available at all times and children are actively encouraged to drink throughout the day. The benefits of a healthy and well balanced diet are undisputed, not just in improving a child's health but giving them the essential nutrients and energy to fuel them through the day.

12. Collection Policy

The nursery admission form asks for names of adults given permission to collect your child from nursery. The nursery has a policy where it will not release any child to any person not included on this list. If a person is not familiar to a member of staff, or is not expected, we would contact you to gain your permission before your child can leave the premises.

We would like to be introduced to anyone who is able to collect your child from the Nursery. If it were not possible to meet the person prior to them collecting your child, then we would ask for a photograph and some personal details about them.

In the event of someone other than yourself collecting your child e.g. child-minder, we will relay information regarding your child's day at Nursery to them in order that this can be passed on to you.

In cases of emergency we would ask you to telephone the Nursery on (01603) 773121 to inform us of who will be collecting your child. We will require I.D and personal details before we will release your child.

If your child has not been collected by 6.00pm two members of staff will remain with your child until you arrive, one of which will be a Senior member of the team. We will endeavour to contact you to attain how long you will be.

- 1:** In the event of not reaching a parent/carer the senior member of staff will contact the person listed as an emergency contact.
- 2:** In the event of the emergency contact person not being available to collect the child the member of staff will contact the Social Centre Duty Worker - Social Services – 01603 630661.
- 3:** Whilst the child remains in the care of the Nursery two members of staff will stay on the premises.

Additional Charges

You will be charged for the late collection of your child from the nursery. A **£5.00 fee** will be charged when you or the designated person due to collect is 5 minutes late. **£5.00 will then be added for each 5 minutes thereafter.**

These costs will be added onto the next invoice you receive.

13. Outdoor Play and Learning Policy

Statement

Children have a deep need to play outside. Children who are less restricted in their access to the outdoors gain competence in moving through the larger world. Developmentally, they should gain the ability to navigate their immediate environment, in safety, and lay the foundation for the courage that will enable them eventually to lead their own lives.

All children have the right to experience and enjoy the essential and special nature of being outdoors. Young children thrive and their minds and bodies develop best when they have free access to stimulating outdoor environments for learning through play and real experiences.

The nursery recognises that:-

- Knowledgeable and enthusiastic adults are crucial to unlocking the potential of outdoors. Staff who are willing to explore and have a personal sense of wonder are better able to engage children in the world. Responsive staff ask open-ended questions to stretch the ability of children to wonder even further and to learn by testing the limits of thinking and problem solving through trial and error.
- With the youngest of children, the adult is totally responsible for providing materials and playing with the child.
- As a child's attention span increases and interest in the world emerges, provision of materials and experiences takes on new meaning.
- Staff need to be aware of each child's needs and know when and how to match materials and activities with the child's interests. They need to know when to offer new materials, a prop, or an idea to move the play toward a more challenging and satisfying end.
- Outdoor play reduces the tension that often comes with having to achieve or needing to learn. In play, adults do not interfere and children relax.
- Children express and work out emotional aspects of everyday experiences through unstructured outdoor play.
- Children permitted to play freely with peers develop skills for seeing things through another person's point of view.

Natural play spaces can stimulate children's imaginations and engage their sense of curiosity as they explore their physical surroundings and learn in ways beyond what they can experience indoors.

14. Sun Protection Policy

Very young children have sensitive skin that can easily be damaged by the sun's dangerous UV rays. At this young age they are unable to take responsibility for their own sun protection, so carers have a responsibility to ensure that children are protected from the harmful effects of the sun.

The Nursery has a Sun Protection Strategy which will protect all children in our care and encourage good health now and in their future.

SHADE

- shade structures such as parasols / gazebos will provide long / short term shade
- seats and equipment will be moved to shady areas.
- organised activities will make use of the shade available.

TIMETABLING

- outdoor play will be planned outside the hours of 11.00a.m. – 3.00p.m where possible.
- time spent outside will be limited to no more than 60 minutes of which only 30 minutes may be between the hours of 11.00a.m and 3.00p.m.
- children will need to remain indoors for at least one hour before being allowed back out in the sunshine.

CLOTHING

- children are to wear wide brimmed hats or legionnaire style hats when outside
- there will be a 'no hat, no play' policy.
- staff to set good examples by wearing hats.
- children should wear tops that cover their shoulders.
- children are permitted to wear sunglasses.

SUNSCREEN

- each child to bring in their own labelled bottle of sunscreen.
- only factor 15 and above will be allowed.
- sun screen will be applied twenty minutes before outside activities.
- there will be a 'no sun-cream, no play' policy.
- a disclaimer form must be filled in if, for any reason, a child is not to have sunscreen applied.

DRINKS

- Children will have access to water at all times and will actively be offered a drink after being outside.

BABIES

- Infants under six months of age will be kept out of direct sun and covered by protective clothing.

With these strategies in place all children in our care will be protected from the sun's harmful rays and able to enjoy outdoor play throughout the summer months.

15. Children's Behaviour Management Policy

City College Nursery believes that children flourish best when they know how they are expected to behave. Children gain respect through interaction with caring adults who show them respect and value their individual personalities. Positive, caring and polite behaviour will be encouraged and praised at all times in an environment where children learn to respect themselves, other people and their surroundings.

Children need to have set boundaries of behaviour for their own safety and the safety of their peers. Within the nursery we aim to set these boundaries in a way which helps the child to develop a sense of the significance of their own behaviour, in their own environment and for those around them. Restrictions on the child's natural desire to explore and develop their own ideas and concepts are kept to a minimum.

We aim to:

- Recognise the individuality of all our children.
- Encourage self-discipline, consideration for each other, our surroundings and property.
- Encourage children to participate in a wide range of group activities to enable them to develop their social skills.
- Work in partnership with parents and carers by communicating openly.
- Praise children and acknowledge their positive actions and attitudes therefore ensuring that children see that we value and respect them.
- Promote non-violence and encourage the children to deal with conflict peaceably.
- Be part of a key person system enabling staff to build a strong and positive relationship with children and their families.
- In cases of unacceptable behaviour, it will always be made clear to the child or children in question, that it is the behaviour and not the child that is unwelcome.
- Ensure that if any form of manual or physical contact is only used during a situation where a child's behaviour is deemed as unsafe to themselves and to those around them.
- Deal with unacceptable behaviour appropriate the child's age and level of development. It may involve the child being asked to talk and think about what he or she has done. It may also include the child apologising for their actions.
- Parents will be informed if their child is unkind to others or if their child has been upset. In all cases unacceptable behaviour will be dealt with in nursery at the time. Parents may be asked to meet with staff to discuss their child's behaviour, so that if there are any difficulties we can work together to ensure

consistency between their home and the nursery. In some cases we may request additional advice and support from other professionals, such as the Nursery's Area Link or Inclusion Teacher.

- Children need to develop non-aggressive strategies to enable them to stand up for themselves so that adults and children listen to them. They need to be given opportunities to release their feelings more creatively.
- Confidential records will be kept on any negative behaviour that has taken place. Parents/carers will be informed and asked to read and sign any entries concerning their child.
- If a child requires help to develop positive behaviour, every effort will be made to provide for their needs.
- Through partnership with parents/carers and formal observations, staff will make every effort to identify any behavioural concerns and the causes of that behaviour. From these observations and discussions an individual behaviour plan will be implemented.

City College Nursery does NOT use any form of physical or corporal punishment. Smacking, shouting, or shaking is not permitted by any staff member, student or visitor. Children will not be singled out or humiliated in any way. In general children behaving inappropriately will be told firmly using eye contact and No Thank You. Staff within the nursery will then redirect the child or children towards alternative activities. Discussions with children will take place respecting their level of understanding and maturity. Children will be distracted from the negative situation and supported in a different activity or environment, if necessary for their own well-being and that of the others in the group.

We recognise that codes for interacting with other people vary between cultures and staff are required to be aware of this and respect those used by members of the nursery. Nursery rules are concerned with safety and care and respect for each other. Children, who behave inappropriately by physically abusing another child or adult, or through verbal bullying, will be required to talk through these actions and apologise where appropriate. The child who has been upset will be comforted and the adult will confirm that the other child's behaviour is not acceptable. It is important to acknowledge when a child is feeling angry or upset and that it is the behaviour we are rejecting, not the child.

Children need their own time and space. It is not always appropriate to expect a child to share and it is important to acknowledge children's feelings and to help them understand how others might be feeling. Children must be encouraged to recognise that bullying, fighting, hurting and discriminatory comments are not acceptable behaviour. We want children to recognise that certain actions are right and that others are wrong.

At City College Nursery, staff follow the guidelines below to enable them to deal with challenging behaviour:

- Staff are encouraged to ensure that all children feel safe, happy and secure.

- Staff are encouraged to recognise that active physical aggression in the early years is part of the child's development and that it should be channeled in a positive way.
- Children need to be helped to understand that using aggression to get things is inappropriate and will be encouraged to resolve problems in other ways.
- The staff are ready to initiate games and activities with children, when they feel play has become aggressive, both indoors or out.

If any parent/carer has a concern about their child, a member of staff will be available to discuss those concerns. It is only by co-operation that we can ensure our children feel confident and secure in their environment, both at home and in the nursery.

By positively promoting good behaviour, valuing co-operation and a caring attitude we hope to ensure that children will develop as responsible members of society.

16. Nursery Evacuation Policy

FIRE AND OTHER EMERGENCIES

The procedures to be undertaken in the College Nursery in the event of a fire, bomb threat, or other emergency.

RESPONSIBILITIES

The Manager (or Deputy in her absence) will ensure that all staff and students on placement have a copy of the document, and understand the procedures.

The Facilities Manager will arrange for all portable electrical equipment to be tested annually, and for all other electrical circuits to be tested every five years.

The Nursery staff will report any hazards (e.g. damaged cables, wires, electrical items, fire doors, fire extinguishers etc) to the Manager or Deputy to ensure that, so far as is reasonably practicable, the Nursery is safe and secure at all times.

The College Health and Safety Adviser will carry out an annual safety inspection and audit.

PROCEDURE

On hearing the alarm:

1. The children and any visitors will be escorted by the appropriate members of staff to the assembly point at the back of the nursery building, using the nearest fire exit. Before leaving the rooms a member of staff will collect the signing in and out sheet, register and evacuation bag.
2. If possible, the kitchen staff will assist the Rainbow room with their evacuation.
3. Upon departing a member of staff from each room will ensure that none of the children are left behind and windows and doors are closed.
4. The Manager (or Deputy in her absence) will collect the staff register, signing in/out sheet, contact telephone numbers and the emergency medical box. They will then check the building is clear before leaving.
5. The Nursery Manager will call Southwell Lodge (on **2222**) if further assistance is required or the fire brigade. – **999**
6. Once at the assembly point the Senior Nursery Nurse will call a room register and check that all persons are present. The nursery Manager/Deputy will take a register to check that all adults are present.
7. Using the signing in and out sheets, if a known parent arrives to collect their child, the child can be released but must be signed out.

8. The Nursery Manager/Deputy will liaise with the College Duty Fire Controller to agree if the children need to be evacuated further.
9. In the event of a bomb threat, the children will be accommodated in the sports hall of the college, or such other location as may be agreed with the appropriate authority. If the children do not need to be evacuated further they will remain at their assembly point until notice is given.

IN THE EVENT OF AN EVACUATION IN THE NURSERY:

1. Staff, children and visitors will normally evacuate to the Nursery evacuation point and remain there until the “all clear” is given. In the event of bad weather, the Nursery Manager/Deputy may arrange for the children to be taken into other College buildings.
2. Other evacuation routes will be on the advice of the Fire Officer or Duty Manager.
3. The Nursery Manager will retain the signing in and out documents from the Nursery and confirm that all staff, children and visitors have been evacuated.

IN THE EVENT OF A FIRE IN THE NURSERY:

1. The priority is to remove all the children and visitors to an adjacent safe area (nursery evacuation point) with the register, contact numbers, signing in and out sheet and emergency medical box.
2. The nearest fire alarm call point should be activated.
3. Southwell Lodge should be informed as soon as possible by dialing **3091 (or my using the CCN emergency button on main office phone)**

The alarm is quite loud, and so the evacuation should be carried out in a “low key” manner, to avoid any panic among the childre

17. Lost Child Policy

Although every precaution is taken to prevent a child leaving our buildings unsupervised, the nursery has a policy that it conforms to in the event of a child being lost from its premises.

As soon as staff are concerned a child is missing the Manager/Deputy would be notified.

The Manager/Deputy would then notify all other base rooms so that staff could check all areas within each room.

A designated person would make a thorough check of all other areas within the nursery building.

The garden area would immediately be checked by another member of staff.

The Nursery Manager/Deputy would immediately contact the college security department to notify them of the situation and gain their assistance.

The parents concerned would be notified once a thorough check had been made of the whole premises.

The local authorities would also be notified at this point.

Please be reassured that the following precautions along with the constant vigilance of staff are in place to ensure that all children remain safely in our care.

- All doors to each base room can only be accessed using the high-level door handles.
- The front door and gate are operated by a code system and can only be opened internally by high level switches.
- All gates surrounding the premises are padlocked at all times.
- When the Forest School area is in use an additional lock is used on the front access gate.

18. Accident Policy

If your child has had an accident at home you will be asked to fill in an existing injury form informing us of how and when it happened so that your child can be monitored during the day.

In the event of an accident happening at Nursery a staff member will quickly assess the situation and your child will be dealt with in a calm and comforting manner. In extreme cases, it might be necessary to call the college nurse and, if required, your child will be transferred to hospital. An appropriate member of staff will accompany your child and stay with them until you arrive. You will be informed at the earliest opportunity.

In the event of your child receiving a knock or bang to the head while in our care, we will endeavour to contact you to inform you of the incident.

A first aid box is located in each of the base rooms in the nursery and its contents are checked and replenished regularly.

Any accidents will be assessed promptly and appropriate action will be taken. Staff will remain calm in order not to panic or frighten the other children within the area. High standards of hygiene will be maintained when dealing with any bodily fluid. Gloves will always be worn.

A report will be logged and signed by the member of staff who dealt with the accident and a witness. You will be asked to countersign it on collection of your child.

All accidents are recorded on a separate form kept in the office which allows us to monitor the cause of accidents and ultimately prevent occurrences.

19. Monitoring of Children's Needs

The Nursery wishes to promote the comfort and development of all children in its care. It wishes to identify the most effective way to support and work with individual children. It recognises that through extreme circumstances or change in the child's development that the means of working may change to fit the child's needs at that time.

Regular monitoring of children occurs through a mix of observation and parental contact. Where concerns arise, a system of enhanced observation and reporting is introduced until the Nursery staff feels confident that they are effectively meeting your child's needs. This is over and above the normal routine minor concerns expressed about individual children.

In the event of a member of staff having a concern regarding your child they will:

- 1: Discuss the concern with their colleagues,
- 2: Discuss the concern with the Nursery Manager or Deputy in her absence.

The Manager will keep a record of their concern and a record of all conversations.

- 3: The child's behaviour will be observed for an agreed period of time.
- 4: The observations will be recorded.
- 5: The member of staff will have an informal conversation with the parents/carers to discuss the concern. The Nursery Manager will keep details of the conversation with the parents/carers.
- 6: If the situation improves no further action will be taken.

If the situation does not improve:

- 1: The parents/carers will be invited by the Nursery Manager to come and talk to her and the member of staff involved in the concern.
- 2: An action plan will be produced and agreed for the staff and parents/carers to follow.
- 3: A time / date for a review will be made and the Manager will keep records of all conversations and agreed plans.

If the staff continue to have concerns, parental permission will be sought to enable us to refer our concerns to other professionals, i.e. Health Visitor and Early Years Advisor.

20: Safeguarding Children and Child Protection Policy

Principles

“The welfare of the child is paramount” – Children’s Act 1989

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. We aim to provide a high quality setting which is welcoming, safe and stimulating, and where children are able to enjoy learning and grow in confidence. We will take all necessary steps to keep children safe and well and ensure the suitability of adults who have contact with them. We will promote good health; manage behaviour; and maintain records, policies and procedures.

Child Protection

The Safeguarding Lead Practitioners (SLP) are Lisa Thomas and Lesley Barber (Nursery Manager’s)

Staff will be alert to any issues for concern in the child’s life at home or elsewhere.

All action will be taken in line with the following local and national legislation/guidance:

The Statutory Framework for the Early Years Foundation Stage – Safeguarding and Welfare Requirements 2012

The Children Act 2004 and 2006

“Working Together to Safeguard Children” 2013

“What to Do If You’re Worried a Child is Being Abused” 2006

Local Safeguarding Children Board guidance, www.norfolkcountycouncil.org.uk

Our child protection policy applies to all staff, managers, students and volunteers working in the setting.

Other policies which should be read in conjunction with the child protection policy include;

Health and Safety

Allegations against Staff

Outings

Intimate Care

First Aid

Administration of Medicines

Behaviour Management

Lost Child

Mobile Phone/Camera

Internet safety

Collection

Confidentiality

Risk Assessments

Equal Opportunities

Outings/Visits

No Smoking

Emergency Evacuation Procedures

Staff Training
Managing Critical Incidents
Looked After Children
Complaints

The SLP will take lead responsibility for safeguarding children ensuring that all policies and procedures are implemented and shared with all staff. They will liaise with local statutory children's services agencies, and with the Local Safeguarding Children's Board. They will provide support, advice and guidance to other staff on an on-going basis, and on any specific safeguarding issue as required.

The SLP's will attend relevant training to enable them to fulfil this role. All staff at the nursery will receive Child Protection Training which will enable them to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.

Child Abuse Definitions – 'Working Together to safeguard Children' 2013

Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises and broken bones. It can involve hitting, shaking, throwing, poisoning, burning, slapping or suffocating. It is also physical abuse when a parent or carer fabricates, or induces, the symptoms of an illness in a child.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities. It does not necessarily involve violence and the child may or may not be aware of what is happening. Sexual abuse includes: grooming a child with the intention of sexually abusing them; all forms of penetrative and non-penetrative sex; sexually exploiting a child in return for gifts, money or affection; and making, looking at and distributing indecent images of a child.

Neglect is persistently failing to meet a child's basic physical and/or psychological needs resulting in serious damage to their health and development. Neglect is difficult to define as it is hard to describe the absence of something such as love or attention. In practical terms, neglect may involve a parent's or carer's failure to:

- provide adequate food, clothing and shelter
- protect the child from physical and emotional harm or danger
- supervise the child properly
- make sure the child receives appropriate medical care or treatment.

Neglect often happens at the same time as other types of abuse.

Emotional abuse is persistent and, over time, it severely damages a child's emotional development. Active emotional abuse involves an adult deliberately trying to scare, humiliate or verbally abuse a child. Passive emotional abuse happens when a parent or carer denies the child the love and care they need in order to be healthy and happy. Such adults might be emotionally unavailable; fail to offer their child praise and encouragement; interact with them in an age-inappropriate way; be over-protective, limiting their opportunities to explore, learn and make friends; or expect the child to meet the parent's own emotional needs.

Disclosures

Any member of staff receiving a disclosure of abuse, or noticing possible abuse, will make an accurate record as soon as possible, noting what was said or seen and giving the date, time and location. All records must be dated and signed and discussed with the Safeguarding Lead Practitioner.

It is important to respond appropriately; listen to the child and avoid interrupting except to clarify.

Allow the child to make the disclosure at their own pace and in their own way.

Do not interrogate the child. It is alright to ask for clarification, but leading questions should not be asked. The interviewing of children must be undertaken by trained Social workers or Police Officers. Do not make any promises to the child about not passing on the information – the child needs to know that you have to talk to someone who will be able to help them.

Record the information as accurately as you can, including the timing, setting and those present, as well as what was said. Do not exaggerate or embellish what you have heard in any way.

Inform the SLP as soon as possible (within the same working day).

Following a disclosure of abuse children will be supported in the setting by their key person, where possible. All children are allocated a key person with whom they can develop a close relationship and who can tailor opportunities to the individual needs of each child. We will work closely with other agencies in implementing the actions of a child protection plan designed to support and protect the child. We will attend all child protection conferences, core groups and strategy meetings to support the child and family as necessary.

Procedures for Referral

Any member of staff or visitor to the setting who receives a disclosure of abuse or suspects that abuse may have occurred must report it immediately to the SLP. In the absence of either of the SLP, the matter should be brought to the attention of the most senior member of staff who will contact the City College Safeguarding Officer.

The SLP will inform Children Services Referral Team by telephone.

MASH (Multi-Agency Safeguarding Hub) Children's Services – 0344 800 8020

(consultation only and/or to make a referral)

Local Authority Designated Officers Team – 01603 223473

(LADO)

Norfolk Police – 0845 456 4567

Ofsted – 0300 123 1231

The referral will be shared with the parent/carer unless to do so may place the child at increased risk of significant harm, in which case advice should be sought from the referral team.

If a child discloses physical or sexual abuse, where the alleged abuser is either a family member or someone resident within the household, the Referral Team will be consulted before informing parents. If the child is already subject to a Child Protection Plan the allocated Social Worker will be contacted, they will advise when, and by whom, the parents will be informed.

Everyone has the right to make a referral to Children's Services if they are worried about a child.

Record Keeping

Any member of staff receiving a disclosure of abuse, or noticing possible abuse, will make an accurate record as soon as possible, noting what was said or seen and giving the date, time and location. All records must be dated and signed and discussed with the Safeguarding Lead Practitioner.

All hand-written records will be retained, even if they are subsequently typed up in a more formal report.

Written records of concerns about children will be kept, even where there is no need to make a referral immediately.

All records relating to child protection concerns will be kept in a secure place and will remain confidential.

They do not form part of the child's records and must be kept separate from other records.

A chronology will be kept at the front of each individual child protection file. It will be reviewed and updated whenever a new concern is raised or additional relevant information becomes available, noting any action taken.

The quality of child protection records will be monitored by the Manager of the setting.

Where a child transfers to school or moves to a new setting, copies of child protection documentation must be passed within 14 days, and confidentially to the receiving school/setting. CP records must be transferred separately from general records so that they reach the destination of the SLP and not a class teacher or admin staff, with the original records retained by the setting. The SLP will contact the new school/setting and arrange a meeting to pass on child protection records. If this is not possible the SLP will have a phone conversation with the SLP at the new setting to alert them to the safeguarding concerns.

Records will be retained in line with the Local Authorities guidance on the Transfer and Retention of Child Protection Records. <http://www.nscb.norfolk.gov.uk/>

Parental Involvement

City College Nursery is committed to helping parents/carers understand its responsibility for the welfare of all children.

Parents/carers can access the Child Protection Policy on the City College website and/or in the Nursery Reception area. Parents/Carers will be made aware of the policy during their induction meeting and will sign a statement to say they understand the setting's child protection responsibilities. Child protection or welfare concerns will usually be discussed with parents/carers. Where a referral to Social Care is needed, the agreement of parents/carers will be sought before making the referral, unless to do so may place the child at increased risk of significant harm.

If a child is subject to a child protection plan, then the allocated social worker will be informed as soon as possible. A lack of agreement from the parent/carer will not stop a referral going ahead.

It is important that all absences are recorded and parent/carers are asked to inform the Nursery at the earliest opportunity when a child will be absent and to state the reason why.

If a child is absent for over a week and we do not have contact from parent/carers, the key person will endeavor to make contact to ascertain the reason for the absence.

Suitable People/Safer Recruitment

We will ensure that staff working with children are suitable to fulfil the requirements of their roles. We have effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those working on the premises), are suitable. We request enhanced Disclosure and Barring Service checks for all staff prior to commencing work.

All staff are informed that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at the setting). We will not allow people, whose suitability has not been checked to have unsupervised contact with children being cared for.

We will record information about staff qualifications, identity checks and vetting processes that have been completed (including the Disclosure and Barring Service reference number, the date a disclosure was obtained and details of who obtained it) in a central register.

City College will make a referral to the Disclosure and Barring Service if at the end of the allegation process a member of staff or volunteer is removed from their position, or if they leave while under investigation for allegedly causing harm or posing a risk of harm to children.

All Staff will be directed to read the “Guidance for Safer Working Practice for Adults Who Work with Children and Young People.”

All staff will read and sign to say they have read the setting’s “Whistleblowing Policy”

All students on placement at the Nursery are given an induction to ensure they are aware of the Safeguarding Policy and procedures to follow if necessary.

Staff Training, Support and Supervision

All staff will receive safeguarding training appropriate to their role.

All nursery staff receive training on The Prevent Duty.

All staff will receive induction training to help them understand their roles and responsibilities. Induction training will include, as a minimum, information about emergency evacuation procedures, safeguarding, child protection, the provider’s equality policy, and health and safety issues.

All staff will receive regular supervision and appraisals. Supervision will provide support, coaching and training and the opportunity for discussion of sensitive issues.

All staff are encouraged to complete a paediatric first aid course and there will always be at least one member of staff who has a current paediatric first aid certificate on the premises when children are present. A first aider will also accompany children on all outings.

Information and Records

We will maintain records and obtain and share information with parents and carers, health and other professionals working with the child, the police, social services and Ofsted as appropriate to ensure the safe and efficient management of the setting, and to help ensure the needs of all children are met. We will 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. Confidential information and records about staff and children are held securely and only accessible and available to those who have a right or professional need to see them. We are aware of our responsibilities under the General Data Protection Regulation (GDPR) 2018 and the Freedom of Information Act 2000.

All staff will read the setting's "Confidentiality Policy" this will cover the need to protect the privacy of the children in our care as well as the legal requirements that exist to ensure that information relating to the child is handled in a way that ensures confidentiality. Information will be shared on a strictly "need to know" basis.

Records relating to individual children will be retained for a reasonable period of time after they have left the provision.

Review

This policy will be reviewed on an annual basis and updated where appropriate, however if a weakness is identified in the setting's procedures the policy will be reviewed and revised immediately.

21. Allegations Made Against Staff / Students

If an allegation of any form of child abuse is made against a member of staff, student or volunteer the matter must be reported to the Designated Child Protection Officers onsite in the first instance or the Manager of the Nursery if necessary. This information will then be passed onto the Local Authority Designated Officer (LADO) and Ofsted. The LADO will advise if other external/internal agencies (e.g. police) should be informed, and we will act upon the advice given to ensure that any investigation is not jeopardised.

In the case of an allegation being made against a member of nursery staff/students, the following procedure will be adhered to:

1. Any allegation will be treated seriously
2. The Nursery Manager, **Lesley Barber or Lisa Thomas**, will be notified immediately.
3. The Nursery Manager will discuss the allegation with the Child Protection Officer and the Local Authority Designated Officer. (LADO.)
4. The Nursery Manager will take appropriate action depending on the outcome of the discussion. This may take the form of any or all of the following: -
 - Meet with parents to explain the situation and action taken.
 - Organise training/re-training for staff.
 - Work through relevant policies and procedures with staff to ensure they are fully understood.
 - Ensure suitable supervision and support systems are in place for staff member to continue working with/return to work with the children.
 - Official warning to staff about behaviour.
 - Temporary suspension of staff after serious allegation, pending a full investigation.
 - Notification to Local Authority Child Protection Unit.
 - Notification to OFSTED.
 - Instigate a full nursery investigation, taking the lead from other investigating bodies e.g. police, child protection unit.

All allegations against staff will be handled in the strictest confidence. Details will only be revealed to other professionals with a right to see them.

The Nursery Manager will make detailed records of all allegations against staff, actions taken and the outcome of investigations. The Nursery Manager will inform OFSTED and the Local Authority (if they are not already involved) if a member of staff leaves due to a Child Protection issue.

22. Special Educational Needs Policy (SEN)

This nursery acknowledges that all children have their own special needs but this policy has been created in addition to our policies to specifically address our approach towards those children who need more care and attention than is normally available in order to progress and develop to the optimum.

This policy will have due regard to the Code of Practice issued by the Department of Education.

Principles and Policies of Special Educational Needs are as follows:-

- * The purpose of the code of practice is to give practical guidance to settings in receipt of government funding to provide early education – and to those who help them including health services and social services. It also provides general guidance to such settings about the provision of nursery education to children with special educational needs.
- * The code sets out guidance on policies and procedures aimed to enabling pupils with special educational needs (SEN) to reach their full potential. Some children will require additional help from SEN services or other agencies external to the nursery.

The Role of the SENCO

The SENCO should have responsibility for:

- ensuring liaison with parents and other professionals in respect of children with special educational needs.
- advising and supporting other practitioners in the setting
- ensuring that appropriate Support Plan is in place
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.

Any child who is not progressing as expected in any areas of their development will be identified and presenting problems discussed with their parents or carers.

Children have a learning difficulty if they: -

- a) Have a significantly greater difficulty in learning than the majority of children of the same age.
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Children must not be regarded as having a learning difficulty if English is a second language and is not taught at home.

ASSESSMENT

Assessment of the child and consideration of future provision will be fully discussed with the parents or carers of the child who will be encouraged to take other professional advice as appropriate. The nursery will liaise with any other agencies with the parent/carer's permission and provide facilities for meetings or assessment by others at the nursery, if required.

The child's needs and the parents or carers wishes will be paramount in deciding on an action plan for the child's future care and education. Ongoing assessment of the effectiveness of the plan is essential.

Every effort is made to ease the passage of a child with special needs to a new environment.

If you have any concerns or anxieties regarding your child our designated Special Educational Needs Coordinators (SENCO)

are:

Lesley Barber, Lisa Thomas & Michelle Measures

23. Staff Training Policy

To provide the opportunity to update our knowledge and skills, every member of staff is encouraged to complete a wide range of training courses and workshops. We aim to hold one staff training day a year to enable the whole team to work together.

Training in mandatory subjects for example Safeguarding, Health & Safety and The Prevent Duty are updated as required.

Every member of staff is encouraged to complete a paediatric first aid course.

Staff meetings are held once a term. They include the Nursery Managers and all members of staff. This provides us with the opportunity to discuss the development of the nursery and evaluate our practice. Staff that have attended training cascade the key points raised to the whole team.

Student Training

The Nursery acts as a training unit for various child-care students.

All students are actively encouraged to partake in the Nursery activities.

Under no circumstances will a student be left alone with your child.

Students are additional to the OFSTED regulations for staffing of a Day Nursery, however, where the management are satisfied that the student is competent and responsible; they may be included in the ratios.

Each student will be assigned a supervisor who will be responsible for organising the students training schedule, providing feedback and support.

A weekly meeting will take place to provide the student with the opportunity to discuss their work and plan activities.

24. Pet Policy and Procedures

To ensure that there is no risk to the health and safety of the children a policy and procedure for the care and control of pets kept at City College Nursery has been produced.

Hygiene

***Personal**

- 1: After handling pets, children and staff must wash hands thoroughly with soap and water.
- 2: Staff must wear gloves when cleaning pet containers.
- 3: All staff are advised to have an up to date tetanus vaccination.

***Cleaning**

- 1: Containers must be cleaned out regularly, according to individual pet requirements.
- 2: Staff must wear gloves when cleaning pet containers to protect against cross contamination.
- 3: Staff only to clean out pets.

***Waste Disposal**

- 1: After cleaning pets and containers the waste must be disposed of immediately, in a sealed container.
- 2: A waste bin must be provided away from the Nursery rooms.

Contact

***Staff**

- 1: Staff must check pets for injuries and illness prior to any child contact.
- 2: Staff must always supervise the children when handling pets.

***Children**

- 1: Children are encouraged to touch and feel pets. (If appropriate)
- 2: Children will not be forced to touch pets if they feel uncomfortable doing so.
- 3: Guidance and supervision by staff will be available at all times.

Feeding

- 1: Food and water to be supplied to pet according to individual needs.
- 2: Any uneaten fresh food will be removed after a period of time.

Responsibilities

It is the responsibility of the staff to feed, clean and care for the pet's well-being whilst living at the Nursery.

25. Severe Weather Closing Policy

When snow or hazardous road conditions make the closing of the Nursery necessary, the procedures outlined below will be followed.

- If the College is closed then the Nursery will automatically close.
- Information on the closure of the College can be accessed via the College web site on www.ccn.ac.uk.
- Alternatively, the local radio stations will also be informed of the decision.
- Although the Nursery will endeavour to open at all times in conjunction with the College, a situation could arise where not enough staff are able to travel into Norwich. In the event of this happening we will implement our Emergency Staffing Procedure.
- If for any reason we need to close the Nursery early due to a change in circumstance we will again notify you at the earliest opportunity.

26. Emergency Staffing Procedure

In accordance with The Children Act correct staff to child ratios will be maintained at all times. In the event of a high amount of unforeseen staff absence:

- 1:** The Nursery Manager or Deputy will endeavour to cover staff absences by contacting the bank staff.
- 2:** If a room in the Nursery is to be closed, parents will be informed upon arrival, or at the earliest possible time. Due to the staff ratios within the 0-2 age group this area would be the first to close.
- 3:** In the case of closure being necessary, parents will be required to collect their child as soon as practically possible, so that the Nursery does not exceed its OFSTED registration requirements.
- 4:** In the event of the Nursery, or a specific room, having to be closed for more than one day, parents will be contacted by the Nursery Manager or Deputy by 6.00pm informing them of the situation regarding the next working day.

27. Nursery Security Policy

All nursery staff and registered parents/carers are given the security code for the main gate and the nursery door to access the premise. Codes are changed at least once a year.

The gate and main nursery door are kept closed at all times to prevent any unauthorised person getting in to the nursery. All gates around the premises are padlocked at all times. When the Forest School area is in use an additional lock is used on the front gate.

Anyone ringing the nursery intercom must identify themselves before being allowed into the nursery grounds.

Anyone who is not known to nursery staff must state the reason for their call and are then allowed through the gate.

Callers are then met at the door of the nursery and their enquiry dealt with by a member of staff.

All visitors entering the main nursery building are requested to sign in on the visitors' sheet in the hallway and then sign out on departure.

Visitors to the nursery will be accompanied by a member of staff at all times.

A member of staff will show visitors to the door and ensure they exit the nursery grounds and that the gate is closed securely behind them.

Anyone collecting a child from nursery must have authority to do so. Parent/carers must complete the permission to collect section on the registration form listing the names of all those with permission to collect their child. If a special arrangement for collection has been made by a parent/carer then a description of the expected person must be given to identify them. ID must be produced before the child can leave the premise.

If someone arrives to collect a child that we are not expecting we will not allow the child to leave the premise without contacting you as a parent/carer to verify.

All problems relating to security are reported immediately to the management team who will contact City College Security at Southwell Lodge if appropriate.

28. Recalling children to Nursery Building from Garden

The following procedure will be used if a situation occurs that raises a concern to staff for the safety of the children using the garden;

- person or group of people observed behaving in an unacceptable manner near to the nursery grounds.
- loose animal on college premises.

Upon observing a potentially dangerous situation a member of staff would calmly alert other members of staff.

A whistle would then be blown to alert the children that it was time to go back indoors.

Those staff that are indoors and that are free to do so must go to the outdoor areas upon hearing the whistle, to assist with guiding the children back inside.

With the guidance of the staff, children shall assemble at the nearest door to access the building.

Once indoors they shall make their way back to their base rooms.

A member of staff will check the garden area thoroughly before returning indoors. If appropriate, external doors can be locked from the inside.

Once indoors the signing in/out form & register must be checked to ensure all children are present.

Management, if not already aware, must be informed so that the college security personnel are informed.

29. Administration of Medicines

Aim

It is our aim to safeguard and maintain the well-being of all children within the Nursery and the staff who look after them. City College Nursery works in partnership with parents and information sharing in this area is vital so that staff respect and are aware of cultural, ethical or religious reasons which may relate directly to the administration of medicine.

Method

The following procedure must be adhered to by parents/carers and staff for the health and well-being of all children in the administration of medicine:

City College Nursery requires written consent in advance from parents/carers which clearly shows the date and dosage of the prescribed medicine/cream. The label must have the name of the child on it and an expiry date.

City College Nursery requests that all medicines/creams which are non-prescriptive are accompanied by a form which is signed by the parent/carer. The form indicates when the child last had the medicine/cream, and the dosage and frequency required. As the medicine/cream is non-prescribed, parents/carers will sign a disclaimer to say that they are happy for staff to administer the medicine/cream without having first sought medical opinion.

Records of all medicines given while at nursery will be kept in each room and the parent/carer will be asked to sign this book at the end of their child's session. All medicines administered will be witnessed and countersigned.

Written permission is required for emergency treatment of chronic illnesses, such as asthma, where inhalers may need to be given on a long-term basis.

Staff will be asked to attend relevant training to meet specific needs concerning administration of medicine, or other health related matters.

We ask that all children stay at home for the first 24 hours while receiving their prescribed medication.

If your child appears to be unwell after the medicine has been administered you will be asked to come and collect them.

In an emergency situation, an ambulance will be called for and parents/carers informed immediately.

30. Outings Policy

As a nursery, we appreciate the learning opportunities that local outings may provide. The safety of the children during outings remains paramount and to ensure this the following procedures will be adhered to at all times when leaving the college campus:

- Written permission will be sought from all parent/carers before any child can leave the college premise.
- For insurance purposes, the Estates department at City College Norwich is informed of the details of the outing in advance.
- A risk assessment will be carried out by a senior member of staff.
- A Nursery Manager or Deputy will accompany each outing along with a designated first aider.
- There will be a minimum of two adult escorts for every outing.
- Staff will ensure all children hold hands with an adult whilst walking along side all roads, and that the group stays together as one unit at all times.
- Registers will be taken prior to setting off, during the visit and on the way back to the setting to ensure that all children are accounted for.
- Children will be supervised at all times. Headcounts will be taken at regular intervals.
- All children and adults will be provided with a high visibility tabard to wear.
- Children will be provided with stickers detailing contact telephone numbers of both the nursery and the mobile number of the responsible adult. This will be placed in a visible place that is not easily removed by the child.
- Where appropriate younger children may need to be kept in buggies i.e. when crossing busy roads
- On returning to nursery an outings review form will be completed to record details of each outing. These will help inform the planning of future outings.
- All incidents or accidents to be recorded following nursery procedure on return to the premise.
- Outings will only take place as long sufficient staff remain on the nursery premise to maintain the required adult to child ratios.

In the unlikely event of a child going missing:

- A staff member will search the area thoroughly for the child
- The remaining staff members will keep other children in a safe area and reassure them.
- A member of staff will contact the Police with the details of the child and area that he / she went missing.
- A member of staff will phone the nursery immediately to report the incident.
- The Manager will contact the parents of the child and inform them of the situation.

Please be reassured that the Outing Policy will be adhered to at all times by staff on outings with your child. The same high level of professional conduct can be expected outside the nursery by all staff to ensure that all children remain safely in our care.

31. Inclusion Policy

Inclusion incorporates children and young people as well as the rights of parents/carers, students and all staff. It includes individuals with special educational needs and/or a disability, as well as those from minority ethnic groups; travellers; and any other diverse cultural groups. It also includes those with English as an additional language and Children in Public Care. Those with specific medical needs; suffering from low self-esteem; or experiencing mental health difficulties are also included. It also incorporates the rights of the child and equal opportunities, as well as any other groups at risk of exclusion or social exclusion.

Aims

All children have a right of full access to Early Years Education through the Early Years Foundation Stage. All children have a right to expect to learn in a caring and considerate environment where the staff and the children are all valued for their contribution to Nursery life. We recognise that some children may have particular needs or disabilities and we take specific action to support and encourage these children within a caring environment.

We aim to identify all children that may attract any additional funding such as EYPP, DAF, SEND Inclusion Fund and any locally available funding streams with a view to submit a claim or application to support and improve the child's outcomes.

The Nursery is committed to the early identification of children with Special Educational Needs (SEN) and to adopting clear and open procedures.

The Nursery is committed to working closely with parent/carers who are fully involved in all decisions that affect their children's education. Working closely with parent/carers and other agencies to monitor the child's progress carefully, we aim to provide effective, additional support to meet the child's needs.

It is the responsibility of the management team to:

- produce an Inclusion Policy for the setting and to make it available to all parents. This provides information on how children with special needs and disabilities are supported within the setting.
- ensure that all staff, including students and volunteers, are aware of the details of the policy.
- be aware of 'special needs' and 'disabilities' in the context of Early Years provision and understand how statutory, national and local procedures apply in practice to children under 5.
- ensure that the work of the setting has 'due regard' to the DfEE Code of Practice 2001.
- identify the necessary provision and staff arrangements to meet the individual needs of the children.
- appoint at least one member of staff to be Special Educational Needs Co-ordinator. Our current SENCO's are Lesley Barber, Lisa Thomas and Michelle Measures who are responsible for supporting children with special needs within the setting and will be:
 - familiar with the Code of Practice 2001
 - able to support other staff
 - capable of making links with parents and other agencies.
 - ensuring that no child with special needs is refused a place at the Nursery.

- setting high, but achievable, targets for children with special needs with staff, parents and children.
- liaising with organisations and agencies who are concerned with children's special needs and disabilities
- ensuring that staff have opportunities to undertake specialist training related to special needs, to improve and update their knowledge and understanding.
- making effective use of any available LEA funding and resources to meet the identified needs of children within the setting.
- following the DfEE Code of Practice 2001, staff working with children with special needs focus on the following:
 - early identification
 - early intervention
 - inclusive education
 - physical environment
 - partnership with parents
 - multi-agency collaboration.

Early Identification and Intervention

- We make regular observations and assessments of all children's play and progress to enable early identification of children's special needs.
- We monitor the progress of children with identified special needs carefully so that we can plan appropriate provision and support for these children.
- We share all reports on children's progress with parents/carers.
- We use a range of strategies, as well as verbal communication, to involve the children in setting and reviewing targets. Children are encouraged to make choices and share their feelings and wishes with staff.

Inclusion

- We ensure that children with special needs are fully integrated into the daily groupings of the children and their routines.
- In order to make appropriate and effective provision or adaptations, we collect information from parents/carers to find out the children's:
 - visual/hearing needs
 - physical needs
 - emotional needs
 - learning needs
 - self-help needs
 - communication needs.
- We ensure that children with special needs and disabilities are involved in play activities alongside the other children wherever possible.
- We encourage and support children with special needs and disabilities to play confidently with other children and make a positive contribution.
- We develop activities and experiences to raise the other children's awareness of positive images of disability and difference.
- We make flexible arrangements for additional adult support to enhance social interaction, avoiding segregating children from playing with their peers.
- We plan open-ended learning activities and experiences to help all the children to participate and learn, although we may need to differentiate for some learning

activities and experiences and provide alternative formats or additional equipment and resources for particular children.

- We use a range of strategies to engage the children in play, and provide learning activities to suit individual children's most effective style of learning.

Physical environment

- We make reasonable adaptations and arrangements so that children with special needs and disabilities can join in all play areas of the Nursery, both indoors and outdoors.
- We make every effort to organise appropriate space for the children's supported and independent movement.
- We ensure that children with special needs have easy access to toilet and eating facilities.
- We arrange respectful privacy for children with special needs at times of specific medical care or welfare.

Partnership with parents/carers

- We encourage parents/carers to work closely with staff to support their children's individual needs.
- We make time to focus on discussion of the children's strengths, as well as their needs.
- We check that parents/carers understand the graduated procedures of intervention.
- We respect the different perspectives and needs of parents/carers.
- The Special Needs Co-ordinator and other staff ensure that there is consistent communication and consultation with parents/carers.
- We consult with parents/carers about information that should be shared with others.

Multi-agency collaboration

- The Special Needs Co-ordinator liaises with other supportive agencies to develop good working relationships.
 - We gather information on relevant contacts and services to share with parents/carers.
- We try to achieve a good relationship for information-sharing, collaboration and understanding with other professionals in order to take into account the complete needs of the child.

Reference to OFSTED Standard 10

The registered person is aware that some children may have special needs and is proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties

32. No Smoking or Vaping Policy

The Nursery has a duty to follow the Children Act regulations to ensure that the health of all children using the Nursery is paramount. Therefore, we have set out a No Smoking or Vaping policy.

Smoking or Vaping is not allowed in any area of the Nursery or outdoor areas or directly outside their entrances.

The entrance of the Nursery displays a No Smoking or Vaping sign.

All staff, parents/carers and other visitors are expected to support the No Smoking or Vaping policy and draw it to the attention of others who may be disregarding it. Those disregarding the policy will be asked to leave the premises.

33: Packed Lunch Policy

Aim of the policy:

- to ensure a whole-nursery approach to healthy eating in the Nursery
- to encourage children and parent/carers to prepare and bring healthy and nutritious packed lunches to Nursery.
- to improve the nutritional standard of packed lunches brought from home, in-line with Nursery meals.

Why the policy has been developed:

- to make a positive contribution to children's health.
- to ensure children and parents/carers receive consistent messages from the Nursery in relation to healthy eating.
- to contribute positively to children's behaviour and learning in the Nursery.

Managing the storage and consumption of packed lunches:

- packed lunches should be stored at a safe temperature, away from direct sunlight, therefore they will be stored in the designated refrigerator in the kitchen.
- all children and staff will wash their hands before handling or eating food in Nursery.
- waste food will be sent home in the packed lunch box to allow parents to see what their child has eaten during the nursery day.

Please do not include the following in packed lunches:

- any nut based products e.g.; peanuts or peanut butter, as we are a nut free nursery due to those with nut allergies.
- any food that requires re-heating. (Unless your child is weaning whereby disclaimer forms will need to be completed)
- foods with a high sugar and salt content e.g. chocolate or sweets and crisps.

We ask that packed lunches provided support our healthy eating ethos at the nursery. A balanced variety of savoury and sweet foods would be appropriate. For example: sandwiches or crackers with fillings with cheese cubes or carrot/cucumber or carrot sticks. A piece of fresh fruit and a yoghurt.

The Nursery recognises that some children may require special diets and these will be discussed with parent/carer's on an individual basis in order that the child's needs may still be met.

For more information please visit:

www.schoolfoodtrust.org.uk/nutrientstandards

34. Sleeping Children Policy

It is the policy of City College Nursery to provide children with safe, peaceful facilities for sleep and rest. Sleep and/or rest periods during daytime hours are a developmental requirement for most children under the age of four years.

Facilities for safe, good quality sleep are a requirement of the Education Regulations, 1998, for full day-care centres and where children under the age of two years attend.

The management of children's sleep routines must ensure that they are safe, comfortable, and adequately monitored.

Procedures:

Children under two years of age – sleep room/area:

City College Nursery provides a separate, enclosed sleep room in the Rainbow room. It is visible through opaque material covering the doorway and a small window within the room.

Each cot is fitted with a mattress with a washable cover and the cot and mattress are cleaned weekly. All cots and travel cots provided comply with the appropriate safety standard.

Each child is provided with their own cot, fitted with clean linen. Parents/carer's are welcome to supply special items such as comforters for sleep-time use.

A curtained sleep area is also provided within the main room with low level beds and travel cots. Each child is provided with a low-level bed or travel cot fitted daily with their designated linen which is stored in their own named bag which is laundered weekly.

A member of staff checks the safety and comfort of sleeping children at ten minute intervals.

35. Supervision of Sleeping Children Policy

Children are immediately greeted upon waking. A member of staff is in attendance whenever any children are awake (either resting or preparing to sleep) in the sleep area.

Recording of sleep times –

The beginning and end of each period of sleep taken by the child will be recorded on the Daily Record Chart by a member of staff. The time of each interval check, when applicable, is recorded on the record sheet provided by the sleep room door.

Children over two years of age – sleep area:

City College Nursery provides a separate, sleep area for children over the age of two years. This is a curtained off area within the Farmyard Room itself.

Each child is provided with a low-level bed fitted daily with their designated linen which is stored in their own named bag and is laundered weekly. Parents are welcome to supply special items, such as comforters for sleep time use.

A member of staff is in attendance whenever children are awake (either resting or preparing to sleep) in this sleep area. Once all children in this sleep area are asleep, this staff member may depart from this sleep area but will remain within the room.

A member of staff checks the safety and comfort of sleeping children at ten minute intervals.

Children are immediately greeted upon rising and removed from the sleep area.

Children over three years of age – main room:

City College Nursery provides a quiet area in the Woodland Room for children over the age of three years. This is available to those children who simply wish to rest and have a quiet time. Provision can also be made for those children that require a sleep.

Supervision of Sleeping Children.

The established staffing levels in the Nursery ensure that the supervision of sleeping children does not compromise the maintenance of Ofsted required ratios throughout the rest of the Nursery.

36. Equality and Diversity Policy

Statement of Intent

City College Nursery aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

We aim to remove any barriers, bias or discrimination that prevent individuals from realising their potential and contributing fully to our organisation's performance and to develop an organisational culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate. Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment at the Nursery.

Selection for employment or promotion or any other benefit will be on the basis of merit and ability only. Selection for training will be on the basis of job requirement only. Intimidation, harassment and bullying will not be tolerated and will lead to disciplinary action.

Implementation

The Manager or Deputy Manager is responsible for the policy's day-to-day implementation. It is the responsibility of the Management to monitor effectiveness, and to review and develop the policy where necessary. Monitoring and review will take place annually.

Each employee and/or student, is responsible for their own compliance with this policy. Breaches of the Equal Opportunities Policy will be regarded as misconduct and could lead to disciplinary action against employees.

Employees who feel they have been discriminated against should raise the matter with their line manager. Initially the employee and manager should aim to resolve the matter informally. It may be that discriminatory action is unwitting and easily resolved once the problem is clear. If they are dissatisfied with the outcome, the complaint is very serious, or their line manager is the cause of the complaint, the employee should raise the matter, in writing, as a formal grievance under the City College's Grievance Procedure.

The Nursery will ensure that all new employees and students, will receive an induction on the policy. Appropriate training and guidance will be provided to develop equality and diversity. Adequate resources will be made available to fulfil the aims of this policy. The policy will be widely promoted, and copies will be available and displayed online on the City College website.

The **ENCO (Equality Named Co-Ordinator)** at the Nursery is **Janet Wilkinson**. Her role is to work collaboratively with all staff, families and partners to co-ordinate and monitor the equality requirements of all children and families in the setting, proactively enhancing and promoting inclusive practice and removing barriers to inclusion.

37. Indoor Learning & Development Policy

“Every child deserves the best possible start in life and support to their full potential. A child’s experience in the early years has a major impact on their future life chances. A secure safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up. When parents choose to use early years services they want to know the provision will keep their children safe and help them to thrive. The Early Years Foundation Stage is the framework that provides that assurance.” (Statutory Framework for the Early Years Foundation Stage)

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

We meet the needs of all our children by:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children’s progress and taking action to provide support as necessary.

It is important to us that all children in the nursery are ‘safe’. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

Positive Relationships

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

Parent/Carers as Partners

We recognise that parents/carers are children’s first and most enduring educators and we highly value the contribution that parents/carers make. We recognise the role that parents/carers have played, and their future role, in educating the children.

We do this through:

- Talking to parents/carers about their child before their child starts nursery
- The children have the opportunity to spend time with their key person prior to starting at nursery during our “Settling In Sessions”.
- Offering parents/carers regular opportunities to talk about their child’s progress.
- Encouraging contributions to their children’s on line Learning Journey.
- Encouraging parents/carers to talk to their child’s key person about any concerns they may have.
- All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

Enabling Environments

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

Observation, Assessment and Planning

The Planning within the EYFS is based around the individual children’s needs and interests. These plans are used and implemented by the Key Person who has a good understanding of their key children.

We make regular assessments of children’s learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of observation, and this involves the key person and other adults as appropriate. These observations are recorded on children’s individual on line Learning Journeys and may also contain information provided by parents/carer’s.

The Learning Environment

The EYFS learning environment is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The environment is set up in learning areas, where children are able to find and locate equipment and resources independently. The nursery has outdoor areas and free flow play is in operation throughout all age groups. This has a positive effect on the children’s development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant. We plan activities and resources for the children to access outdoors that help the children to develop in all three prime areas of development.

Learning and Development

At City College Nursery, we recognise that children learn and develop in different ways and at different rates. We value all areas of learning and development equally and understand that they are inter connected.

Play

“Children’s play reflects their wide ranging and varied interests and pre-occupations. In their play children learn at their highest level. Play with peers is important for children’s development.”

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

Creativity and Critical Thinking

“When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.”

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

Areas of Learning and Development

The EYFS is made up of three prime areas of learning and development:

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

With four specific areas of learning and development:

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

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

38. Managing Incidents Policy

Definition of critical incident:

“An event or events, usually sudden, which involves the experience of significant personal distress to a level which potentially overwhelms normal responses, procedures and coping strategies and which is likely to have emotional and unusual organisational consequences”

RESPONDING TO INCIDENTS

In the event of any incident the Nursery must respond quickly and positively to address the situation and to identify the causes of the incident. Each member of staff has a part to play in the reporting and managing of incidents. Guidance on how to respond to incidents is outlined below.

IMMEDIATE ACTION AT THE SCENE OF THE INCIDENT

Any member of staff witnessing an incident or being first on the scene following an incident, before doing anything else, must wherever possible, take immediate action to remove threat to life; then raise the alarm.

Examples of action include:

- Taking appropriate emergency action in the case of fire, explosion, toxic or electrical hazard, etc.
- Ensuring that any casualties receive appropriate medical attention.
- Ensuring the area is made safe to avoid further injury/damage occurring.
- Informing the manager or deputy.
- Informing the Site Services Team
- Informing the police in the event of a violent incident, or if a potential criminal act has occurred.

In the case of actual or threatened assault, action should be taken in line with local policies. This will usually mean summoning additional assistance and / or the police. Consideration should also be given to the need to activate site based emergency/ contingency plans.

REPORTING PROCEDURE

As soon as practicable, an employee must report the incident to the Manager or the most senior member of staff available who can advise on the appropriate action. The Manager and the employee must together complete the Incident Report form as soon as practically possible following the incident. This is in addition to the completion of any other related documentation including completion of the Accident Book.

ADDITIONAL SUPPORT & ADVICE

An employee suffering from shock or injury as a result of a critical incident must seek medical advice and is to be encouraged to contact the City College Support Line for counselling. In discussion with the Manager about an incident, the employee may, where appropriate, wish to be accompanied by a friend or representative to various related meetings or appointments.

39. Resources and Equipment Policy

Statement of intent

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys and equipment.

Aim

We aim to provide children with resources and equipment which help to consolidate and extend their knowledge, skills, interests and aptitudes.

Methods

In order to achieve this aim:

- we provide play equipment and resources which are safe and - where applicable - conform to the BSEN safety standards or Toys (Safety) Regulation (1995);
- we provide a sufficient quantity of equipment and resources for the number of children;
- we provide resources which promote all areas of children's learning and development, which may be child or adult-led;
- we select books, equipment and resources which promote positive images of people of all races, cultures and abilities, are non-discriminatory and avoid racial and gender stereotyping;
- we provide play equipment and resources which promote continuity and progression, provide sufficient challenge and meet the needs and interests of all children;
- we provide made, natural and recycled materials which are clean, in good condition and safe for the children to use;
- we provide furniture which is suitable for children and furniture which is suitable for 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 and clean, or replace any unsafe, worn out, dirty or damaged equipment;
- we keep an inventory of resources and equipment.
- we use the inventory to:
 - review the balance of resources and equipment so that they can support a range of activities across all areas of play, learning and development.
- we provide adequate insurance cover for the Nursery's resources and equipment;
- we use the local library and toy library to introduce new books and a variety of resources to support children's interests; and
- we plan the provision of activities so that a balance of familiar equipment and resources and new exciting challenges are offered.

40. Superhero Play Policy

Young children learn that words and actions have meaning. Pretending to be a superhero is one way for them to feel as powerful as adults. The line between fantasy and reality is momentarily blurred when a child pretends to escape a villain by climbing a spider web, but he is still learning an important lesson. Young children become familiar with the concepts of goodness and fairness and act out these themes through play. Staff and parents/carers can help children distinguish between powerful behaviour that hurts individuals and actions that benefit others.

Children engaged in superhero play use their imagination and learn to work well with others. Staff can take advantage of this opportunity to support creative learning by setting up art materials and encouraging children to make props, costumes and sets. Working with peers supports developing skills in cooperation, negotiation and compromise. The role for Nursery staff is to make sure this play is productive and fun for everyone and has strict boundaries so that all participants feel safe.

Superhero play that gets out of hand can promote aggressive behaviour. When superhero play becomes aggressive, staff have an opening to talk about the consequences of violence. Staff can help children learn that responding with aggression not only causes physical injuries but can make children feel afraid or angry and may even cause the aggressor to lose friends. When the play turns away from problem solving and rescuing and starts to include name-calling and exclusion, it is no longer beneficial.

Superhero play only becomes a concern when the play is physically aggressive in nature, and there is an imbalance of power between the children who are engaging in the play, however, children typically seek out playmates with similar interests and physical abilities.

As a Nursery, we aim to support positive superhero play by:

- * Establishing rules from the start, e.g. no pointing sticks or other props used as weapons directly at another person. These rules may need to be discussed several times.
- * Listening to feedback. Children can find creative ways to satisfy their interests while following directions and being safe.
- * Being specific about what aggressive behaviour is. Is it touching another person's body? Is it using hostile language?
- * Responding and interacting accordingly either by interrupting the play to stop aggressive behaviour or talking about it afterward. The discussion can also address the story created, children who felt excluded and interesting twists and turns in the plot.

- * Making sure there is an appropriate amount of space for safe play. Outdoor spaces work well, if possible.
- * Talking to the children about real-life heroes, both male and female, and focus on their positive characteristics — for example, helpfulness, perseverance and diligence.
- * Using this play as an opportunity to build problem-solving skills. When there is an issue, resist resolving it for the children. Ask for their ideas.
- * Being positive. Acknowledging children's new accomplishments and skills thereby helping them feel powerful.

With careful observation and feedback from staff and parents/carers, superhero play can be a fun way for children to develop their own capabilities while learning about helping others.

41. Mobile Phone/Camera Policy for Staff and Students

With regard to safeguarding children and the use of mobile telephones/camera within the nursery setting, Norwich City College Nursery has put the following policy into place for staff and students working within the setting.

- All staff and students must store their mobile telephones in the office in the storage provided during their working hours. Under no circumstances are mobile phones to be taken into base rooms.
- Mobile phone calls may only be taken at staff breaks or in staff members own time
- If you have an emergency you are free to use the setting's phone or make a personal call from your mobile in the designated staff areas.
- Staff will need to ensure that managers have up to date contact information and that staff make their families aware of emergency work telephone numbers. This is the responsibility of the individual staff member.
- When on an outing, a College mobile telephone will be used. During group outings nominated staff will have access to the mobile phone, which is to be used for emergency purposes only. This telephone will not have a camera incorporated into it.
- Staff/students are not permitted to bring their own cameras/memory cards into the Nursery.
- If photographs need to be taken in a bathroom i.e. (photographs of the children washing their hands) then a member of management or senior member of staff will be told and staff supervised while carrying out this kind of activity.
- All cameras and devices belonging to the nursery, can be subject to scrutiny at any time by the safeguarding officer or member of management staff.
- The cordless telephone used by the nursery staff daily, will have no camera incorporated into it.
- Any staff member or student found to be non-compliant with this policy will face disciplinary action.
- The use of mobile phones by Parents and Carers is not permitted in the Nursery and notices are displayed for their information.

42. Key Person Policy

The statement of intent

Norwich City College Nursery recognises that the care a child receives in the early years is extremely important. On admission to the nursery, each child will be appointed a Key Person. The other members of staff in the room will act as a Buddy in the key persons absence.

The role of the key person and buddy is to help your baby or child to become familiar with the provision, to feel confident and safe within it, develop a close bond with your child and yourselves as parents/carers and ensure the child's developmental needs are met.

Method:

- All staff will ensure that the children in their key group, and all children within their room, are happy and settled when they are at nursery.
- The key person will keep a record of each child's development during their time at nursery in the form of observations.
- Observations carried out by your child's key person, will allow for the planning and development of each child's interests and skills. These observations, along with photos and other evidence form the child's learning journey.
- All members of staff will work closely with all children to offer a range of experiences to support them in their learning.
- The child's key person will pass on all relevant information i.e. Observations, school reports etc, when your child is moving onto a different setting or to a new key person.
- If a child should form a closer attachment to another adult other than their key person this relationship will be encouraged in order to allow natural bonds to develop between staff and children.
- Each key person will have contact with parents/carers of their key children through diaries, observations and through discussions at the beginning/end of the day, shifts permitting. All parents/carers will be made aware that they can discuss their child's welfare at any time and that a more specific opportunity to discuss developmental progress is also available during parents/carers evenings, occurring once a year.
- When children change rooms, their key person will spend time with them during the 'settling in' sessions, working closely with the child's new key person to ensure a smooth transition.

By using the key person and buddy approach, we hope the children within our care will gain a positive sense of themselves and others, social skills and gain a positive disposition to learn.

43. Existing Injury Policy

City College Nursery has a duty to safeguard all children. If a child arrives at nursery with an existing injury we will ask the parent/carer to complete a record of how the injury occurred. This information will then be stored in the child's file.

If you know your child has a visible injury please inform a member of staff on arrival, when a form can be signed by yourself and counter signed by us.

All records are held confidentially in each child's folder kept within the office. Records are monitored in order to observe any trends.

Any concerns will be discussed with parent/carer's in the first instance and serious concerns may be forward to the college Safeguarding Officer.

44. Safe Handling of Children Policy

Statement of intent

At City College Nursery, we aim to help children take responsibility for their own behaviour. This will be done through a combination of approaches including:

Positive Role Modelling

Providing a stimulating, interesting and challenging learning environment

Setting and enforcing appropriate boundaries and expectations

Providing positive feedback

However, there are very occasional times when a child's behaviour presents particular challenges that may require physical handling.

There are three main types of handling

1: Positive Handling

The positive use of touch is a normal part of human interaction. We will use positive handling in appropriate situations for example:

- Giving guidance to children (such as how to hold a paintbrush, or when climbing)
- Providing emotional support (such as comforting a distressed child)
- Physical care (such as first aid or toileting)

2: Physical Intervention

This is only used to prevent children from leaving the premises without adult supervision, eg wooden gates are used to prevent access to external doors.

3: Restrictive Physical Intervention

This is when a member of staff uses physical force intentionally to restrict a child's movement against his or her will. In most cases this will be through the use of the adult's body.

The use of Restrictive Physical Intervention

At City College Nursery, we will only use physical restrictive handling as a last resort when:

- A child is injuring themselves or others
- A child is damaging property
- To prevent the imminent injury or damage

Staff will aim to prevent the use of physical restrictive handling by using positive behaviour management unless the situation calls for immediate action and will only be used to restore safety for all children.

Within our duty of care, staff may use physical restrictive handling if a child is trying to leave the setting and would be at risk of harm. This policy extends beyond the setting boundaries when staff have charge of children off site.

Method

A member of staff who knows the child best, typically their key-person or buddy will be involved in keeping the child safe. All other methods of behaviour management will be considered/used before any physical intervention is used. This would include a range of approaches such as distraction, relocation and offering choices, which are direct alternatives to using restrictive physical intervention.

Where an individual child's behaviour means they are likely to require physical restrictive handling we will discuss this with the parents and set out a physical handling plan. This plan would specify the staff member(s) most appropriate and other methods to be used to support the child and maintain their physical and emotional health. Other professionals appropriate to the child may be consulted in the making of the plan.

These plans will be reviewed at least once every half term and more often if there are major changes in the child's behaviours.

Where it is judged that Physical Restrictive Handling is necessary, staff will:

- Aim for side by side contact between adult and child to reduce the risk of being kicked.
- Aim for no gap between the adult and child body to reduce the risk of impact and damage.
- Aim to keep the adults back as straight as possible
- Aim to avoid holding the child at joints to avoid pain and damage
- Aim to avoid lifting the child
- Aim to not restrict the child's ability to breath

Recording and Reporting

The Manager/Deputy will inform the parents by the fastest means possible – usually telephoning.

The Manager/Deputy and staff member(s) involved will record and report the incident within 24 hours. The parents will be given a copy of the report. The incident may also be noted in other records such as accident/incident records.

It is distressing to be involved in a Restrictive Physical Intervention, whether as the adult doing the holding, the child being held or to observers. Support will be given to the child so they understand why they were held. This conversation will happen when they are calm enough to talk productively and the child can understand. A record will be kept in the child's file about how they felt about this. Staff may also have similar conversations with children who observed the incident. Parents/carers of these children will be informed.

Support will be given to the staff involved both, directly or as observers.

45: Intimate Care Policy

Definition of Intimate Care

Intimate care is defined as any care which involves washing, touching or carrying out an invasive procedure that most children and young people carry out for themselves, but which some are unable to do because of developmental needs or disability.

In intimate care situations the child's safety, dignity and privacy are of paramount importance. Children requiring intimate care will be treated respectfully at all times. When touching a child, staff should always be aware of the possibility of invading a child's privacy and will respect the child's wishes and feelings.

The purpose of this policy is:

- * to safeguard the rights and promote the best interests of the children
- * to ensure children are treated with sensitivity and respect, and in such a way that their experience of intimate care is a positive one
- * to safeguard adults required to operate in sensitive situations
- * to raise awareness and provide a clear procedure for intimate care
- * to inform parents/carers in how intimate care is administered

If a child needs to be cleaned, staff will make sure that:

- * Protective gloves are worn
- * The procedure is discussed in a friendly and reassuring way with the child throughout the process
- * The child is encouraged to care for him/herself as far as possible
- * Physical contact is kept to a minimum possible to carry out the necessary cleaning.
- * All spills of vomit, blood or excrement are cleared away following the Nursery Bodily Spillages procedure.

Hygiene

All staff must be familiar with normal precautions for avoiding infection, must follow basic hygiene procedures and have access to protective, disposable gloves.

Safeguards for Children

There is an obligation on local authorities to ensure that staff who have substantial, unsupervised access to children undergo police checks. All staff at City College Nursery are DBS checked on application. DBS's aim is to help organisations in the public, private and voluntary sectors by identifying candidates who may be unsuitable to work with children or vulnerable members of society. Personal and professional references are also required and unsuitable candidates are not permitted to work within the Nursery.

Staff are familiar with the Local Safeguarding Children Board booklet 'What to Do If you Think A Child Is Being Abused' and will follow the guidance they contain.

If a member of staff is concerned about any physical changes to a child, such as marks, bruises, sores, etc, they inform the Nursery Manager or in her absence the Deputy Manager as the Designated Safeguarding Lead Practitioner. The Safeguarding Policy will then be implemented.

Safeguards for Staff

Members of staff need to have regard to the danger of allegations being made against them and take precautions to avoid this risk. These may include:

- * Gaining a verbal agreement from another member of staff that the action being taken is necessary.
- * Ensuring that the needs and wishes of children and parent/carer's are taken into account wherever possible, within the constraints of staffing.
- * Be aware of and responsive to the child's reactions.
- * Encouraging and supporting children to achieve the highest level of independence possible according to their individual abilities and development.
- * Working in partnership with parent/carer's to devise an individual care plan.

If an allegation is made against any staff member the procedure set out in the Safeguarding Children Policy will be followed.

46: Looked After Children Policy

The Objectives of the Policy

To promote the Early Years Development and welfare of looked after children.

Definition of Looked After Children

Children and young people become 'looked after' if they have either been taken into care by the local authority, or have been accommodated by the local authority under a voluntary care arrangement. Most looked after children will be living in foster homes, but a smaller number may be in a children's home, living with a relative or even placed back home with their natural parent(s).

Procedures

- The designated person for looked after children is the Designated Safeguarding Lead Practitioner, as laid out in our Safeguarding Children Policy.
- Every child is allocated a key person before they start and this is no different for a looked after child. The designated person ensures the key person has the information, support and training necessary to meet the looked after child's needs.
- The designated person and the key person liaise with agencies, professionals and practitioners involved with the child and his or her family and ensure appropriate information is gained and shared.
- The setting recognises the role of the local authority social care department as the child's 'corporate parent' and the key agency in determining what takes place with the child. Nothing changes, especially with regard to the birth parents or foster carer's role in relation to the setting, without prior discussion and agreement with the child's social worker.
- At the start of a placement there is a professionals meeting that will determine the objectives of the placement and draw up a Care Plan that incorporates the child's learning needs. This plan is reviewed after two weeks, six weeks and three months and thereafter at three to six monthly intervals.
- The Care Plan needs to consider such issues for the child as:
 - the child's emotional needs and how they are to be met;
 - how any emotional issues and problems that affect behaviour are to be managed;
 - the child's sense of self, culture, language and identity and how this is to be supported;
 - the child's need for sociability and friendship;
 - the child's interests and abilities and possible learning journey pathway; and how any special needs will be supported.

- In addition, the Care Plan will also consider:
 - how information will be shared with the foster carer and local authority (as the corporate parent) as well as what information is shared with whom and how it will be recorded and stored;
 - what contact the child has with his/her birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the setting, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the setting's activities that include parents, alongside the foster carer.

Alongside the Care plan the child will have a Personal Education Plan (PEP) which is a document describing a course of action to help a child or young person reach his/her full academic and life potential. The PEP should be put together and completed at a meeting in which the designated person, key person, social worker and carer's for the young person in public care are present. The child or young person should also be part of their education planning, either at the PEP meeting itself or through discussions outside that meeting.

- The settling-in process for the child will be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. We take care to be flexible in allowing the foster carer to stay during sessions until it is visible that the child has formed secure relationships with staff. We understand that handling separation may be a lengthy process for looked after children and will allow this process to take place gradually to avoid causing distress or anxiety to the child.
- In the first two weeks after settling-in, the child's well-being is the focus of observation, their sociability and their ability to manage their feelings with or without support.
- Further observations about communication, interests and abilities will be noted to firm a picture of the whole child in relation to the Early Years Foundation Stage areas of learning.
- Concerns about the child will be noted in the child's file and discussed with the foster carer.
- If the concerns are about the foster carer's treatment of the child, or if abuse is suspected, these are recorded in the child's file and reported to the child's social worker according to the setting's safeguarding children procedure.
- Regular contact should be maintained with the social worker through planned meetings that will include the foster carer.

- Transition to school will be handled sensitively and the designated person and or the child's key person will liaise with the school, passing on relevant information and documentation with the agreement of the looked after child's birth parents.

City College Nursery is committed to providing quality provision based on equality of opportunity for all children and their families. All staff are committed to doing all they can to enable looked after children in their care to achieve and reach their full potential.

47: Safeguarding Children -'Whistle Blowing' Policy

Definition

'Whistle blowing means calling attention to wrongdoing that is occurring within an organization'.

This guidance is written for staff working with children and young people in the Nursery setting.

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the management team and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

You may be the first to recognise that something is wrong but may not feel able to express your concerns out of a feeling that this would be disloyal to colleagues or you may fear harassment or victimisation. These feelings, however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need someone like you to safeguard their welfare.

Don't think what if I'm wrong - think what if I'm right

Reasons for whistle blowing

- Each individual has a responsibility for raising concerns about unacceptable practice or behaviour
- To prevent the problem worsening or widening
- To protect or reduce risks to others
- To prevent becoming implicated yourself

What stops people from whistle blowing

- Starting a chain of events, which spirals
- Disrupting the work or project
- Fear of getting it wrong
- Fear of repercussions or damaging careers
- Fear of not being believed

How to raise a concern

- You should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken
- Try to pinpoint exactly what practice is concerning you and why
- Approach the Nursery Manager, or in her absence the Deputy, or the Child Protection Liaison Officer (CPLO) within the College.
- If your concern is about the Nursery Manager, or you feel you need to take it to someone outside the Nursery, contact either CPLO within the College or the Local Education Officer for your area.
- Make sure you get a satisfactory response - don't let matters rest.

- Ideally, you should put your concerns in writing, outlining the background and history, giving names, dates and places where you can.
- A member of staff is not expected to prove the truth of an allegation but will need to demonstrate sufficient grounds for the concern.

What happens next?

- You should be given information on the nature and progress of any enquiries.
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

Self-reporting

There may be occasions where a member of staff has a personal difficulty, perhaps a physical or mental health problem, which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their line manager so professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

Further advice and support

It is recognised that whistle blowing can be difficult and stressful. Advice and support is available from your line manager, HR department and/or your professional or trade union.

Absolutely without fail- challenge poor practice or performance

If you ignore or collude with poor practice it makes it harder to sound the alarm when things go wrong.

48: Family Support Process

The Family Support Process is a key part of coordinating multiagency services that are integrated and focused around the needs of children and young people. It is a standardised approach used by practitioners to assess children's additional needs and decide how these should be met.

The aim is to provide the right support at an early stage before the need increases. The Family Support Process involves all services coming together to listen and work closely with a child, family or young person to find out what is working well in their lives and what help is needed.

The Family Support Process is designed to be used when:

- a practitioner is worried about how well a child or young person is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- a child or young person, or their parent/carer, raises a concern with a practitioner
- a child's or young person's needs are unclear, or broader than the practitioner's service can address.

The process is entirely voluntary and informed consent is mandatory, so families do not have to engage and if they do they can choose what information they want to share. Children and families should not feel stigmatised by the Family Support Process; indeed, they can ask for the process to be initiated.

The Family Support Process is not a 'referral' process but a 'request for services'.

If a child or young person reveals they are at risk, the practitioner should follow the local safeguarding process immediately.

49. Social Media Policy

When using social media and internet sites the Nursery draws no distinction between the conduct online and conduct offline. The Nursery will take a view about staff actions in respect of social media and the internet either inside or outside of work that affect employee's work performance, the performance of others or the interests of the Nursery.

Rights and Responsibilities

When using social networking sites and the internet staff should ensure that this does not damage the reputation of the Nursery (or yourself) whether this is carried out during work time or privately. Staff are personally responsible for the content they publish on social media sites and the internet and must be mindful that this information will be in the public domain. Employees must have regard to the fact that they will be responsible for any commentary which is deemed to be a breach of copyright, defamatory, libelous or obscene.

In order to maintain professional boundaries staff should not accept personal invitations to be friends from parents of the nursery.

Transparency

It is recognised that the line between professional and personal business can sometimes be blurred. It is important that individuals are thoughtful about the content and potential audiences for anything contributed to a social media site or the internet. It is vital that employees should be honest about their identity, and, where appropriate, be clear that any views shared are the employees as an individual and not necessarily the views of the Nursery.

Monitoring

While the Nursery does not monitor employees through social networking sites or the internet, if there were concerns with regard to the activities of a member of staff or an investigation was taking place then the Nursery would consider accessing social media sites. This covers both private and professional use of social media.

Legal Issues

All employees of the Nursery should take the following into consideration when using social media: -

- Be aware of the Nursery policy and guidelines for using social media whether this is for personal use or as part of the working role.

- Be familiar with the legal areas outlined below before writing about colleagues or sharing information about the Nursery
- Ensure that posted material does not disclose privileged or confidential information.
- Remember that defamation is the act of making a statement about a person (or an institution) that is considered to harm their reputation. Where such a defamatory statement is written down (either in print or online) this is referred to as libel.

Action can also be taken against anyone repeating libelous information from another source so careful checks are needed before quoting statements from other social network sites or the internet.

Conclusion

The Nursery respects the legal rights of employees with regard to the use of social networking and the internet. In general, what an employee does in their own time is their affair and the Nursery recognises that some staff may wish to publish private material on the internet including, but not limited to, social networking websites. Any activities, however, in or outside of work involving the internet are prohibited by this policy if they affect or could affect the Nursery's reputation or service delivery interests, job performance (of the member of staff concerned or others) in a negative way.

Employees may face disciplinary action if they harass, intimidate or demean other employees in the Nursery on a social networking site. Employees must make every effort to ensure that any remarks on a social media website are credible and accurate with a disclaimer that the views are those of the member of staff and not of the employer. It is likely that to share confidential or private information about the Nursery, its employees on a social media site or the internet will result in a disciplinary investigation.

50. Babysitting Policy

Whilst the Nursery does not prohibit staff from babysitting for parent/carer's we do insist that it is recorded in our 'Record of Interest' book. This is to ensure that all actions are transparent and all staff are aware of their own conduct and professionalism outside of working hours.

Staff are made aware that babysitting is a private arrangement between themselves and parent/carer's and the nursery is not responsible or liable for any child once they are in the care of the babysitter. We do, however, have a duty of care to safeguard all children attending the setting so if a staff member has concerns for a child following a private babysitting type arrangement they need to pass these concerns on to the Children's Services Referral Team on 0344 800 8020.

Any staff who do babysit must ensure that it does not interfere with their working hours, hinder working relationships at the nursery or affect their relationship with the child or other children.

All staff are bound by contract of the Confidentiality Policy and Data Protection Act that they are unable to discuss any issues regarding the Nursery, other staff members, parents/carers or other children.

We have rigorous recruitment and suitability processes in place to ensure that we employ competent and professional members of staff and uphold our duty to safeguard children whilst on our premises and in the care of our staff.

We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising out of the staff member's private arrangements outside of nursery hours. The member of staff will not be covered by the nursery's insurance whilst babysitting as a private arrangement.

51. Touch Policy

Definition

City College Nursery defines 'touch' as a physical response to trauma, distress and human emotional need that would comfort, protect and enhance secure relationships. To deny a child physical reassurance is against the needs of the child and their healthy emotional development.

City College Nursery is committed to the best quality and highest standards of safeguarding for children. Our Touch Policy should be read with regard to the following:

- Child Protection Policy
- Behaviour Policy
- SEN Policy
- Health and Safety Policy

Our staff are aware of sensitivities associated with any form of physical contact with children. There are circumstances in which physical contact is necessary in order to meet the emotional, safety and care needs of our children. Research has established that physical contact is important in developing relationships, providing reassurance and neurological development. **The paramount consideration is the welfare of the child.** This policy is intended to safeguard the welfare of the child and protect staff by describing the circumstances in which physical contact may be necessary, and how we can act safely and preserve the child's dignity.

There are 5 guiding principles:

- The welfare of the child comes first and takes precedence;
- We comfort children who are in need of comfort;
- We care for children who cannot care for themselves;
- We hold children to keep them and others safe;
- We endeavour to maintain dignity for children and staff

AIMS AND OBJECTIVES

- To ensure safeguarding of children is paramount at all times
- To create, maintain and monitor a physically and emotionally secure environment for children and adults
- To ensure that all physical touch is reasonable, proportionate and necessary.
- To ensure that all children in distress receive appropriate comfort including physical touch if appropriate.
- To ensure that any touch is conducted in the presence of at least one other member of staff and that staff are made aware of their own personal risk assessment when working with children.
- To ensure any allegation or complaint is dealt with in line with our complaints policy, child protection policy and procedures, with due regard for the law and its processes.

- To ensure children are aware of their rights to refuse the offer of touch as a physical response to distress and ensure staff use appropriate touch in line with the child's own wishes and feelings of security.

If a child initiates contact or needs reassurance, we want to ensure our staff feel confident that they can respond naturally without fear of unfounded accusations. We want parent/carer's to feel confident that we will respond appropriately to their children's needs, and to understand that positive touch may be a part of that response.

If there are concerns about inappropriate touch by a member of staff or by a child, these should be reported immediately to the designated Safeguarding Lead Practitioner within the setting.

52. Lone Working Policy

Lone working is defined for the purpose of this policy as any occasion when a member of staff works without a colleague in the same room as them.

Occasions of lone working include:

- Changing nappies
- Offering support using the toilet/potty
- Offering support with hand washing and when cleaning teeth
- Settling children to sleep in sleep room or in sleep areas
- Enabling free flow play to access indoor and outdoor provision

Simple measures are in place to control and avoid risks associated with lone working.

- All staff have an up to date enhanced DBS check
- All staff have list 99 checks completed by City College Norwich
- All base rooms have telephone access to support from other rooms & office
- Screens in rooms are left open so rooms are open plan
- Staff are within calling distance of each other while operating free flow play
- Garden areas used while on own are within sight of an occupied base room

Reference: Statutory framework for the early years foundation stage

Staff: child ratios

3.28 Staffing arrangements must meet the needs of all children and ensure their safety.

Providers must ensure that children are adequately supervised and decide how to deploy staff to ensure children's needs are met.

Children must usually be within sight and hearing of staff and always within sight or hearing.

53. Complaints Procedure

It is anticipated that the Nursery Manager will deal with most complaints. All complaints notified, in writing, will be investigated as part of a formal procedure. A written record will be kept detailing the concern, actions taken and outcome achieved.

In the event of a complaint not being resolved by the Nursery Manager your complaint should be addressed to:

Elaine Dale
Director of SEND Support & College Nursery
Norwich City College,
Ipswich Road
Norwich
NR2 2LJ.

If you feel your complaint has still not been satisfied, then you should address your complaint to:

OFSTED
National Business Unit
Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

08456 404040

OFSTED REG No. 25402

