

Harvard Park's Policies and Procedures

2023/2024



These policies and procedures were created by Harvard Park.
Date this meeting was held on *16/08/2023*.

They will be reviewed and revised in *November 2024*.

Signed on behalf of the Directors and Proprietors
Nicki Saunders and Tracey Milstead

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1. Introduction

Policies and procedures are essential to help us provide good quality provision that is compliant with the *Statutory Framework for the Early Years Foundation Stage* (EYFS). They do this by explaining to our staff and parents about the type of childcare we offer, what actions we take in practice to achieve this and take all necessary steps to keep children safe and well, including by maintaining records, policies and procedures. As working documents, policies and procedures govern all aspects of the setting's operations and are vital for consistency and quality assurance across the provision or provisions.

Policies describe the approach of operating as an organisation and incorporate current legislation and registration requirements. Procedures detail the methods by which the policies are implemented. Some may need adjustment following risk assessment carried out in the setting.

Staff, volunteers and students need to fully understand and know how to implement the policies and procedures, which must also be accessible to parents, so that everyone knows what actions they need to take in practice to achieve them.

Adopting, implementing and reviewing policies

- Copies of the policies and procedures to be adopted should be made available to all parents and staff; giving everyone the opportunity to discuss and fully understand each policy and procedure.
- It should be explained to parents, employees and volunteers that the policies contain the rules required for running the setting in a way which complies with the requirements of the EYFS and Ofsted registration and must be adhered to.
- All staff and volunteers should be aware of the content of the policies and procedures, and their role and responsibility in implementing them.
- Each policy and procedure should be continually monitored by collecting evidence about the results of their implementation. The evidence should be used to make any necessary changes to the policies and procedures and/or the way they are implemented.

- All staff and parents should contribute to the evidence collected and share in decisions about any necessary changes.
- Named/designated persons in each setting have a delegated responsibility to make sure that relevant procedures are known by all members of staff and are adhered to, bringing any cause for concern to the setting manager's attention.

Setting managers adhere to and implement operational policies and procedures by:

- ensuring that all members of staff are aware of their role and responsibility in policy and procedure implementation
- ensuring that members of staff are aware of the content of the policies and procedures through:
 - induction
 - the management team, staff meetings and training events
 - contributing feedback to procedure review
 - use of relevant publications
- Staff are aware of their duty to adhere to the operational policies and procedures and how they contribute to a consistent approach throughout the organisation.
- The provision managers offer advice and support to staff regarding procedure implementation.
- An overview of policies and procedures is included in induction for individual members of staff, with specific emphasis given to safeguarding procedures.
- Members of staff must sign to say that they are aware of and will adhere to the current policies and procedures.
- Staff meetings and in-house training events are used as opportunities to focus on procedures as required, and to discuss their implementation.
- Where there is an outbreak of a communicable disease or infection, the relevant procedure is photocopied and displayed for parents' reference during the outbreak.
- Other procedures may be displayed where a situation arises, for example to highlight health and safety concerns such as closing the gate.

Parents

- Parents know how to access a full set of policies and procedures.
- Parent feedback forms are used as opportunities to explain and discuss the implementation of the policies and procedures.

2. Admissions policy

Policy Statement

It is our intention to make our provision accessible to children and families from all sections of the local community. We aim to ensure that all sections of our community are welcome through an open-door policy and follow the key person procedure.

Procedures

In order to achieve this aim, we operate the following admissions policy.

- We provide a comprehensive prospectus with all the information about both provisions to give parents an understanding on admission of the service we provide.
- We ensure that the existence of our provision is widely advertised in places accessible to all sections of the community.
- We ensure that information about our provision is accessible, using plain English in written and spoken form and, where appropriate, provided in different community languages and in other formats on request.
- We arrange our waiting list on a first come, first serve basis according to their age or siblings already in the provision. You will be asked to email your details in to the relevant email address which will then be processed and added to our electronic waiting list. We ensure all details are correct by responding to the email so we can further contact the parents or carers of the child. We then destroy this information if contact is reached or cannot be made after several attempts.
- When contacting prospective parents and children we take into consideration: the length of time a child has been on the waiting list, whether there are any siblings already attending the provision and the capacity of the provision to meet the individual needs of a child
- We keep a place vacant, if this is financially viable, to accommodate and emergency admission.
- We describe our provision and its practices in terms that make it clear, that it welcomes fathers, mothers, other relations and carers including childminders.
- Our provision and its practices operate in a way that encourages positive regard for and understanding of difference and ability- whether gender, family structure, class, background, religion, ethnicity or competence in spoken English.
- We describe our provision and its practices in terms of how it enables children and/or parents with disabilities to take part in the life of the provision.

- We monitor the gender and ethnic background of children joining the group to ensure that our intake is representative of social diversity.
- We make our equal opportunities policy widely known as well as Valuing Diversity and Promoting Equality policy.
- We consult with families about the opening times of the provision to ensure we accommodate a broad range of family needs.
- We are flexible about attendance patterns to accommodate the needs of individual children and families, providing these do not disrupt the pattern of continuity in the provision that provides stability for all the children.
- We do not discriminate against a child with disability or refuse entry to our provision because of any disability.
- We develop an action plan to ensure that people with disabilities can participate successfully in the services offered by the provision and in the curriculum offered.
- We offer funded places in accordance with the Code of Practice and any local conditions in place at the time.
- Our provision and its practices are welcoming and make it clear that fathers, mothers, other relations and carers are all welcome.
- Failure to comply with the terms and conditions may ultimately result in the provision of a place being withdrawn.

3. Working in partnership with parents

Policy statement

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

Our aim is to support parents as their children's first and most important educators by involving them in their children's education and in the full life of our provisions.

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

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

The Children Act (1989) defines parental responsibility as 'all the rights, duties, powers, responsibilities and authority which by law a parent of a child has in relation to the child and his property'.

Procedures

- Parents are provided with written information about the setting, including the setting's safeguarding actions and responsibilities under the Prevent Duty.
- Parents are made to feel welcome in our setting; they are greeted appropriately, there is adult seating and provision for refreshment.
- We have a means to ensure all parents are included - that may mean that We have different strategies for involving fathers, or parents who work or live apart from their children.
- We make every effort to accommodate parents who have a disability or impairment.
- We consult with all parents to find out what works best for them.
- We ensure on-going dialogue with parents to improve our knowledge of the needs of their children and to support their families.
- We inform all parents about how the setting is run and its policies, including our Safeguarding Children and Child Protection policy and our responsibilities under the Prevent Duty, through access to written information and through regular informal communication. We check to ensure parents understand the information that is given to them.
- Information about a child and their family is kept confidential within our setting. We provide you with a privacy notice that details how and why we process your personal

information. The exception to this is where there is cause to believe that a child may be suffering, or is likely to suffer, significant harm, or where there are concerns regarding child's development that need to be shared with another agency. We will seek parental permission unless there are reasons not to in order to protect the safety of the child.

- Reference is made to our Information Sharing Policy on seeking consent for disclosure.
- We seek specific parental consent to administer medication, take a child for emergency treatment, take a child on an outing and take photographs for the purposes of record keeping and social media.
- The expectations that we make on parents are made clear at the point of registration.
- We make clear our expectation that parents will participate in settling their child at the commencement of a place according to an agreed plan.
- We seek parents' views regarding changes in the delivery of our service.
- Parents are actively encouraged to participate in decision making processes according to the structure in place within our setting.
- We encourage parents to become involved in the social and cultural life of the setting and actively contribute to it.
- As far as possible our service is provided in a flexible way to meet the needs of parents without compromising the needs of children.
- We provide sufficient opportunity for parents to share necessary information with staff and this is recorded and stored to protect confidentiality.
- Our key persons meet regularly with parents to discuss their child's progress and to share concerns if they arise.
- Where applicable, our key persons work with parents to carry out an agreed plan to support special educational needs.
- Where applicable, our key persons work with parents to carry out any agreed tasks where a Protection Plan is in place for a child.
- We involve parents in the shared record keeping about their children - either formally or informally – and ensure parents have access to their children's written developmental records.
- We provide opportunities for parents to contribute their own skills, knowledge and interests to the activities of the setting.
- We support families to be involved in activities that promote their own learning and well-being; informing parents about relevant conferences, workshops and training.
- We consult with parents about the times of meetings to avoid excluding anyone.
- We provide information about opportunities to be involved in the setting in ways that are accessible to parents with basic skills needs, or those for whom English is an additional language; making every effort to provide an interpreter for parents who speak a language other than English and to provide translated written materials.

- We hold meetings in venues that are accessible and appropriate for all.
- We welcome the contributions of parents; in whatever form these may take.
- We inform all parents of the systems for registering queries, complaints or suggestions and we check to ensure these are understood. All parents have access to our written complaints' procedure.
- We provide opportunities for parents to learn about the curriculum offered in the setting and about young children's learning, in the setting and at home. There are opportunities for parents to take active roles in supporting their child's learning in the setting: informally through helping out or taking part in activities with their child, or through structured projects engaging parents and staff in learning about children's learning.

In compliance with the Safeguarding and Welfare Requirements, the following documentation is also in place at our setting:

- Admissions Policy.
- Complaints procedure.
- Record of complaints.
- Developmental records of children.

4. Working in Partnership with other Agencies

Policy Statement

We work in partnership with local and national agencies to promote the well-being of all children. We will never share your data with any organisation to use for their own purposes.

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.
- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures, the Special Educational Needs Procedures and our Provision's privacy notice (available on request).
- Information shared by other agencies with us is regarded as third-party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with early years educators from other agencies, we make those individuals welcome in the provision and their professional roles are respected. All ID verification is asked for before an individual is allowed to enter the building.
- We follow the protocols for working with agencies, for example on child protection.
- Early Years educators from other agencies do not have unsupervised access to the child they are visiting in the provision and do not have access to any other child(ren) during their visit.
- Our early years educators do not casually share information or seek informal advice about any named child/family. They are briefed on data protection regulations and are fully aware of the expectations involved with personal information.
- When necessary, we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Agency staff and external private professionals (e.g., private speech and language therapist) do not have unsupervised access to any child(ren) during their time at the provision.

There are also additional procedures for external private professionals visiting children in the provision:

- The professional will not work in isolation with the named child and should be visible to others
- It is recommended that an employed member of the provision will be present working alongside the professional
- External professionals will be required to produce ID, up to date DBS details and professional status and this information will be kept on file during the time that they are working within the provision
- Agreement needs to be drawn up detailing where sessions will take place and the number and duration of session(s)
- Consent from parents will need to be obtained
- Information sharing procedures need to be agreed between provision, parents and external private professional(s)
- The Provision will be required to adhere to confidentiality procedures

5. Settling In and Key Person Role

Policy Statement

We want children to feel safe, stimulated and happy in the provision and to feel secure and comfortable with staff. We also want parents to have confidence in the both their children's well-being and their role as active partners within the provision.

We aim to make the provision a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of their children and their families.

Procedures

- Before a child starts to attend the provision, we use a variety of ways to provide their parents with information. These include written information (including our prospectus and policies), displays about activities and planning available within the provision, information days and evenings and individual meetings with parents. Families have an informal interview with managers and/or directors followed by a 'Getting to know you meeting' with key persons.
- We allocate a key person to each child and introduce their family before they start at the provision; the key person welcomes and looks after the child and welcomes their parents at the child's first session and during the settling in process. They will carry out a 'keyperson chat' where they will gather information about the child such as dietary needs, likes and dislikes. This information is destroyed after the child ceases their placement with us.
- When a child starts to attend, we explain the process of settling-in with their parents and jointly decide on the best way to help the child settle into the provision. Parents are given an opportunity to leave their child for an hour for the first and second week, each session, which are chargeable hours. These hours are then increased over the settling in period but will always be discussed with parents in advance.
- We advise parents not to stay for their child's first session as this can often be a more distressing time for both parents and children, where necessary we may encourage a parent/carer to stay for their very first visit. In Baby Studio we like parents to start a

month before start date with one hour visits every other day then going onto half days before leaving baby for the full day.

- Younger children will take longer to settle in, as will children who have not previously spent time away from their home. Children who have had a period of absence may also need their parent to be on hand to re-settle them.
- We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when they arrive and goes to them for comfort. The child is also familiar with where things are and is pleased to see other children and participate in activities.
- When parents/carers leave, we ask them to say good-bye to the child and explain they will be coming back and when. This helps the settling process and gives the child reassurance.
- We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the provision.
- We reserve the right not to accept a child into the provision without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children. A meeting is held with parents/carers before this decision is made to ensure we have done everything we can to help the child settle. This is to protect the child's well-being as they may simply not be ready.
- We encourage the parent to bring a special item from home which is familiar to the child, for example a blanket or doll. In some instances, this should be sprayed with a familiar scent such as mummy's perfume or belong to a parent which smells of them. If a child has a comforter the parents are more than welcome to bring this in as it may help the child settle.
- Although all children are assigned a key-person, the early years educators throughout the whole provision look after all the children in our care. Parents are informed of this and all early years educators are expected to deal out duties in the absence of a key person. We use images of our current early years educators around all rooms and provisions to help children familiarise themselves with early years educators from other rooms / provisions.

Key Person Role and Responsibilities

We believe children settle best when they have a key person to relate to, who knows them and their parents well, and who can meet their individual needs. Research shows that a key person approach benefits the child, the parents, the staff and the provision by providing secure relationships in which children thrive, parents have confidence, our early years educators are committed, and the provision is a happy and dedicated place to attend or work in.

We want children to feel safe, stimulated and happy in the provision and to feel secure and comfortable with our staff. We also want parents to have confidence in both their children's wellbeing and their role as active partnerships with our provision. We aim to make our provision a welcoming place where children settle quickly and easily because consideration has been given to the individual needs and circumstances of children and their families. We promote the role of the key person as the child's primary carer in our provision and as the basis for establishing relationships with other adults and children.

The key person role is set out in the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS). Each child must have a key person. These procedures and responsibilities set out a model for developing a key person approach that promotes effective and positive relationships for children. A key person is responsible for:

- Completing relevant forms with parents, including consent forms. This is a legal obligation.
- Add any additional notes to their all about me and dietary sheets which is relevant and up-to-date.
- Keep diaries, learning journals and observations up to date
- Share information with key child's parents/carers including special dates and reminders.
- Ensure that babies visit Small Steps often and Small Steps open door to Freedom Zone once a week or when it is appropriate to do so.
- Ensure that all children grow accustomed to a second key person in case of their absence.
- Notify manager(s) of any concerns they may have

- Follow all policy and procedures from both Staff and Health & Safety Hand books
- Explain to parents our policies and procedures with particular focus on policies such as safeguarding and our responsibilities under the prevention duty.
- Keep confidentiality at all times remembering UK - GDPR.
- Keep parents informed when nappies & wipes run low.
- Ensure that siblings present in the provision visit sibling's rooms at least once a week.
- Inform managers when they take the last of any tissues, black sacks, gloves, glue, paint, etc.
- Make sure all letters, flyers, art work and / or belongings go home and that children's cubby holes are empty and free of clutter.
- Make a mental note of children's belongings and ask parents to name children's belongings.
- Make contact with parents once a week informing them of any upcoming events.
- If one of their key children does not turn up for more than two weeks without a phone call to the provision – the key person is to make a phone call or attempt to contact parents.
- To make sure they learn some multicultural words to help their key children by writing on the backs of their lanyards.
- Offering unconditional regard for the child and being non-judgemental.
- Encouraging positive relationships between children in their key group, spending time with them as a group each day.

The progress check at age two

- The key person carries out the progress check at age two in accordance with any local procedures that are in place and referring to the guidance *Progress at age two* –

Department for Education: [Progress check at age two – Non-statutory guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/91262/progress-check-at-age-two-non-statutory-guidance-for-the-early-years-foundation-stage.pdf).

- The progress check aims to review the child's development and ensures that parents have a clear picture of their child's development.
- Within the progress check, the key person will note areas where the child is progressing well and identify areas where progress is less than expected.
- The progress check will describe the actions that will be taken by us to address any developmental concerns (including working with other professionals where appropriate) as agreed with the parent(s).
- The key person will plan activities to meet the child's needs within the provision and will support parents to understand the child's needs in order to enhance their development at home.

6. Attendance and Absence

Attendance records will be monitored regularly. This attendance policy supports and should be used in line with our safeguarding policy if a child's attendance is becoming a concern.

The following will commence:

- We will inform parents about this process and discuss how their child's attendance can be improved.
- Ensure children are signed in and recorded on the registers promptly.
- Manager will listen to absence calls, read absence emails and check ParentMail for registered absences.
- Bring together registers, lates, absence calls - produce the list of children absent with no explanation (we will double check in rooms before we start calling).
- We will then start calling families with those children who are absent without explanation; we will call everyone on the contact list until we get an answer. We will leave messages if there is a voicemail option. However, we will not leave it at that.
- We will message via electronic email to any given email address, use the ParentMail messaging system encouraging registered numbers to get in contact with us as soon as possible and use our EyLog system to send an email to any registered email address.
- We might get an overseas ring tone and consider if the family are taking a holiday, they haven't informed us about?
- We will call the contact list at least twice.
- By this stage, if we have a good contact list (4 numbers minimum) we will probably have a reply.
- If we have been unsuccessful at receiving a reply, we will consider whether any children have additional agency support, such as a social worker, and we will contact them.
- We will explore any internal intelligence within the provision to find out if anyone knows the family.
- Make a prompt home visit where possible.
- If we cannot get an answer, we will refer immediately to Hounslow Children's services Front Door/ Police and request a welfare call (if we can see family inside the home avoiding our knock, we will not refer - unless we think the children are at risk of significant harm).

Children / Families accessing free entitlement places

What should I do if a child registers for a free entitlement place and they do not show up on the first day?

If you have claimed the free entitlement for a child who does not attend on the first day contact the parent/ carer to ask if the child will still be taking up the place. Find out the date they intend to start instead, if at all, and then make the appropriate adjustment via the claims process later in the term.

However, if the parent/ carer keeps giving you a start date (or you are unable to contact them) and they do not show up by the end of the second week, you must write to the parent/ carer to inform them that their free entitlement place has been withdrawn. Copies of all correspondence should be kept in the child's records (in compliance with United Kingdom General Data Protection Regulation (UK-GDPR)). Ensure that an adjustment is made via the claims process.

What are the steps we will take for unnotified absences of children with a free entitlement place?

In addition to the procedure above

1. Ask the parent/carers for the child's expected return date.
2. If the child still does not return on the expected date, we will follow up with another telephone call and if the family are known to services, we will inform the support worker that the child has still not returned.
3. Work with the support worker to try and re-engage the child again.
4. If the child still does not return, we will agree with the support worker what the funding end date should be. This is to give services any additional time they need to try and re-engage the family. Once the date has been agreed, we will send a letter to the family to inform them that the free entitlement place has been withdrawn.
5. If we do re-engage with the parent, we will discuss/ consider a reduction in the number of sessions per week or a change in the session times if it would help with the child's attendance. We will make every effort to encourage and support improved attendance.
6. The parent/carers will be advised that any further absences may result in the funding being withdrawn. We will continue monitoring attendance and contact the support worker if the absence continues or the attendance remains low.

NB: If you are aware that the child's place was brokered via the 2-Year-Old Early Learning Officer (Nicola West) please contact her and follow the steps above. Contact information can be found on the last page of this policy.

If no support worker is in place a provider should take the following steps:

1. Contact Hounslow Children's Services Front Door to check if the child is involved with any service that you might be unaware of.
2. If you find out that the child is involved with a service contact their support worker and discuss their attendance and follow the steps above.
3. If there is no support worker, contact the parent/carer by telephone on the first or second day of an un-notified absence.
4. If there is no response to your telephone call keep trying to make contact at regular intervals both via email and phone calls.
5. If there is still no response, please contact the Early Years Entitlement Officer to discuss the funding end date – contact details can be found on the last page of this policy.
6. You will then need to write to the parent/carer to advise them on the funding end date.
7. You must add this child to the adjustment form.
8. If there is a response to your telephone call, ask the parent/carer the child's expected return date.
9. If the child does return the parent/carer should be advised that any further absences may result in the free entitlement place being withdrawn. Please keep monitoring attendance and if it continues to be poor, send a letter to the family to advise them that the free entitlement place will be withdrawn if they do not attend regularly. (The Early Years and Childcare Service can send a letter on your behalf, if you would prefer this then please contact the Early Years Entitlement Officer).
10. If absence continues, please contact the Early Years Entitlement Officer to discuss the funding end date.
11. You will then need to write to the parent/carer to advise them on the free entitlement place end date.

12. You must add this child to the adjustment form.

If funding is withdrawn- we will be paid for a 2-week notice period from when a decision has been made to withdraw the entitlement.

What is an acceptable number of weeks a child may take a holiday and still receive the entitlement?

Term time (non-stretched offer) – It is not acceptable for a child to take a holiday during term time just as it is in schools.

All year round (stretched offer) – it is acceptable for a child to take up to 6 weeks holiday over a twelve-month period.

If there is an exceptional circumstance, please contact Early Education Funding Team to discuss.

Children's Services:

- If the child/ren are open to Children's Services and have an allocated Social Worker- 020 8583 6600 (option 2 followed by option 1)
- If worried about a child, to report concerns- 020 8583 6600 (option 2 followed by option 3)
- Email: childrensocialcare@hounslow.gov.uk

Out of hours (after 5pm weekdays or weekends)- 020 8583 2222.

For further information please contact

Early Education Funding Team
earlyyearsandchildcare@hounslow.gov.uk
020 8583 6421

Free Entitlement and Brokerage Support Officer

Nicola West
nicola.west@hounslow.gov.uk
020 8583 2635

7. Transition Policy

Transition from Baby Studio to Small Steps (Day Nursery)

- When babies aged 18 months plus are showing signs of moving up, the child's key person will take them to meet their new key person and room for a week according to their sessions. From here, the child and Baby Studio Key person will remain in the room for that week. After the week is up, considering the child is comfortable and forming a bond with the new Small Steps key person, the previous key person will return to their room and the child will have moved up.
- The key person will watch and make sure the child will cope with the different ages and the larger room and is bonding with the new Small Steps key person.
- Parents/Carers are asked in for a small meeting to discuss the transition, they will be invited to meet the early years educators in Small Steps and introduce them to the new room before this transition happens.
- Observations will be published onto the EyLog Learning journals under the tag 'transition observation' so parents and educators can see how they are getting on.

Transition from Small Steps to Freedom Zone (Day Nursery)

- When children are 30 months plus and showing signs of moving up, the child's key person will take them to meet their new key person and room for a week according to their sessions. From here the child and Small Steps keyperson will remain in the room for that week. After the week is up, considering the child is comfortable and forming a bond with the new Freedom Zone keyworker, the previous key worker will return to their room and the child will have moved up.
- The key person will watch and make sure the child will cope with the different ages and the larger room and is bonding with the new Freedom Zone key person
- Parents/Carers are asked in for a small meeting to discuss the transition, they will be invited to meet the new early years educators and introduce them to the new room before this transition happens.
- Observations will be published onto the EyLog Learning journals under the tag 'transition observation' so parents and educators can see how they are getting on.

Transition from Freedom Zone (Day Nursery) and Pre School to Nursery or Reception

- For children moving from Harvard Park to another provision whether it be a nursery or reception, we develop a theme table by gathering books from the library, uniform and photos of local schools and/or schools' children maybe attending.

- We endeavour to visit the children's nursery/reception in small groups to have a relaxed play with their friends where permitted.
- We invite teachers from local schools to come and have a play and meet their new children who have applied in a comfortable environment – they may bring photos/books and clothes.
- Electronic Trackers, Reports and other necessary documents are sent to relevant schools with all TP's (Targeted Plans) or necessary paperwork using a secure system where a document is either password protected or via a system called 'egress'.
- Reports are sent to parents' electronically via the EyLog application and they may want to share them with their chosen schools.

Transfer of records to school

To be read in support of information sharing policy and Child Protection, Safeguarding young people and vulnerable adults

We recognise that children sometimes move to another early years provision before they go on to school, although many will leave our provision to enter a nursery or reception class within a school premises.

We prepare children for these transitions and involve parents and the receiving nursery or school in this process. We prepare records about a child's development and learning in accordance with the Early Years Foundation Stage in our provision; in order to enable smooth transitions, we share appropriate information with the receiving nursery or school at transfer following all UK-GDPR.

Confidential records are shared where there have been child protection concerns according to the process required by our Local Safeguarding Partners.

The procedure guides this process and determines what information we can and cannot share with a receiving school or setting. Prior to transferring information, we will establish the lawful basis for doing so (see our Privacy Notice for more details).

Procedures

Transfer of development records for a child moving to another early years provision or school

Using our assessment of children's development and learning, the key person will prepare a summary of achievements in the seven areas of learning and development.

The record refers to:

- any additional language spoken by the child and their progress in both languages;
- any additional needs that have been identified or addressed by our provision;
- any special needs or disability

- If there have been any welfare or protection concerns, we will contact the school to arrange a meeting or we will transcribe it in the one-page transition summary document the role of the other professionals involved with the child however details of the concerns will not be provided in this document.
- For transition to school the Hounslow Early Years Advisory Team has created one page transition summary document which details the best fit stage of development for children during the last term before they transition to school. This may be a one-page summary on an excel spreadsheet or a copy of the current tracker used by our EyLog system.

Transfer of confidential information

- The receiving school or provision will need to have a record of any safeguarding or child protection concerns that were raised in our provision and what was done about them.
- We will make a summary of the concerns to send to the receiving provision or school, along with the date of the last professional meeting or case conference.
- Records of child protection / welfare concerns will be copied (by the Designated Safeguarding Lead in the interests of confidentiality) and the originals sent to the receiving setting as soon as possible (separately to any child file).
- The Designated Safeguarding Lead will make telephone contact with their counterpart in the receiving setting to discuss the case, share important information and agree a means of transfer of the records as soon as is practicable.
- Where child protection files are sent by post, it will be by secure recorded delivery to a named individual. The receiving setting should receive a telephone call in advance to notify them that the child protection file is being sent. The envelope should be marked as 'Strictly Confidential' and for the attention of the named Designated Safeguarding Lead (DSL). A record of transfer form should be included with the file and the receiving setting should be asked to sign the form and return it to the sending one to confirm they have received the file.
- Whenever a file is transferred by secure method or taken to the setting or school, we will retain copies of the original file and a copy of the 'File Transfer Record and Receipt'.
- Anything to do either with a CFAN referral 'below-the-threshold-of-abuse' can only be shared with the permission of parents.
- Where there has been an s47 investigation regarding a child protection concern, we will pass the name and contact details of the agencies involved on to the receiving provision or school – regardless of the outcome of the investigation.
- We do not pass any other documentation from the child's personal file to the receiving provision or school.

8. Staffing and Employment policy

Policy Statement

We provide a staffing ratio in line with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage to ensure that children have sufficient individual attention and to guarantee care and education of a high quality. Our staff and volunteers are appropriately qualified and we carry out checks for enhanced criminal records and barred list checks through the Disclosure and Barring Service in accordance with statutory requirements. We take up references and follow through an induction programme of six months. We provide an induction for all staff, apprentices and managers in order to fully brief them about the provision, the families we serve, our policies and procedures, curriculum and daily practice.

Procedures

Vetting and staff selection

- We work towards offering equality of opportunity by using non-discriminatory procedures for staff recruitment and selection. We follow our legal responsibilities under the Equality Act 2010 including the fair and equal treatment of early years educators regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- All our staff have job descriptions, which set out their roles and responsibilities.
- We welcome applications from all sections of the community. Applicants will be considered on the basis of their suitability for the post, regardless of disability, gender reassignment, pregnancy and maternity, race, religion or belief, sexual orientation, sex, age, marriage or civil partnership. Applicants will not be placed at a disadvantage by our imposing conditions or requirements that are not justifiable.
- We follow the requirements of the Early Years Foundation Stage and Ofsted guidance on checking the suitability of all staff and volunteers who will have unsupervised access to children. This includes obtaining references and ensuring they have a satisfactory enhanced criminal records check with barred list(s) checked through the DBS. This is in accordance with requirements under the Safeguarding Vulnerable Groups Act (2006) and the Protection of Freedoms Act (2012) for the vetting and barring scheme.
- During our recruitment process we explore candidates use of spoken and written English allowing us to meet the standards of the EYFS.

- Where an individual is subscribed to the DBS Update Service, we carry out a status check of their DBS certificate, after checking their identity and viewing their original enhanced DBS certificate to ensure that it does not reveal any information that would affect their suitability for the post.
- We keep all records relating to the employment of our staff and volunteers; in particular those demonstrating that suitability checks have been done, including the date of issue, name, type of DBS check and unique reference number from the DBS certificate, along with details of our suitability decision.
- We require that all our staff and volunteers keep their DBS check up-to-date by subscribing to the DBS Update Service throughout the duration of their employment with us.
 - The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice Website and on the websites of charities NACRO and UNLOCK.
 - Our staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings that are not eligible for 'filtering' by the disclosure and barring service (DBS), which may affect their suitability to work with children – whether received before, or at any time during, their employment with us. For more information, please follow this link
<https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>
 - We obtain consent from our staff and volunteers to carry out on-going status checks of the Update Service to establish that their DBS certificate is up-to-date for the duration of their employment with us.
- In regards to what is disclosed on an Enhanced DBS certificate, the following rules were updated on 28th November 2020. Warnings, reprimands and youth cautions will no longer be automatically disclosed on a DBS certificate and the multiple conviction rule has been removed, meaning that if an individual has more than one conviction, regardless of offence type or time passed, each conviction will be considered against the remaining rules individually, rather than all being automatically disclosed.
- Where we become aware of any relevant information which may lead to the disqualification of an employee, we will take appropriate action to ensure the safety of

children. In the event of disqualification, that person's employment with us will be terminated.

Notifying Ofsted of changes

- We inform Ofsted of any changes to our Registered Person and/or our manager.

Training and staff development

- Our manager holds an approved level 3 qualification or above and at least half of all other staff holds at least an approved level 2 qualification. We ensure there is a named third-in-charge who, in our judgement, is capable and qualified to take charge in the manager's absence.
- We provide regular in-service training to all our staff - whether paid staff or volunteers - through the local authority and external agencies.
- Our budget allocates resources to training.
- We provide our staff with induction training in the first week of their employment. This induction includes our Health and Safety Policy and Safeguarding Children and Child Protection Policy. Other policies and procedures are introduced within an induction plan.
- We support the work of our staff by holding regular supervision meetings and appraisals.
- We are committed to recruiting, appointing and employing staff in accordance with all relevant legislation and best practice.

Staff taking medication/other substances

- If a member of staff is taking medication which may affect their ability to care for children, we ensure that they seek further medical advice. Our staff will only work directly with the children if medical advice confirms that the medication is unlikely to impair their ability to look after children properly.
- Staff medication on the premises will be stored securely and kept out of reach of the children at all times.
- If we have reason to believe that a member of our staff is under the influence of alcohol or any other substance that may affect their ability to care for children, they will not be allowed to work directly with the children and further action will be taken.

Managing staff absences and contingency plans for emergencies

- Our staff take their holiday breaks when the setting is closed. Where a staff member may need to take time off for any reason other than sick leave or training, this is agreed with the manager or directors with sufficient notice.

Or

- Our manager organises our staff annual leave so that ratios are not compromised.

- Where our staff are unwell and take sick leave in accordance with their contract of employment, we organise cover to ensure ratios are maintained.
- Sick leave is monitored and action is taken where necessary, in accordance with the individual's contract of employment.
- If absent for up to and including 7 days, staff should obtain a sick note from their registered GP.
- Where a staff absence is prolonged, we take the necessary steps to ensure that ratios are adhered to and the care of the children is not compromised. A suitable replacement will be put in place to support the children and their development.

To meet this aim, we use the following ratios of adult to children:

Children under two years of age: 1 adult: 3 children:

- at least one member of staff holds an approved level 3 qualification and is suitably experienced in working with children under two;
- at least half of all other staff hold an approved level 2 qualification;
- at least half of all staff have received training that specifically addresses the care of babies; and
- where there is an under two-year-olds' room, the member of staff in charge of that room has suitable experience of working with under twos.

Children aged two years: 1 adult: 5 children:

- at least one member of staff holds an approved level 3 qualification; and
- at least half of all other staff hold an approved level 2 qualification.

Children aged three years and over: 1 adult: 8 children:

- at least one member of staff holds an approved level 3 qualification; and
- at least half of all other staff hold an approved level 2 qualification.

- We follow the Early Years Foundation Stage Safeguarding and Welfare Requirements where a Qualified Teacher, Early Years Professional or other suitable level 6 qualified person is working directly with children aged three and over between the hours of 8am and 4pm as follows:
 - there is at least one member of staff for every 13 children; and
 - at least one other member of staff holds an approved level 3 qualification.

The number of children for each key person takes into account the individual needs of the children and the capacity of the individual key person to manage their cohort.

- A minimum of two staff/adults are on duty at any one time; one of whom is either our director, manager or third-in-charge.

- We only include those aged 17 years or older within our ratios where they are competent and responsible, we may include students on long-term placements and volunteers (aged 17 or over) and apprentices (aged 16 or over), where we deem them to be suitably qualified and experienced.
- We assign each child a key person to help the child become familiar with the provision from the outset and to ensure that each child has a named member of staff with whom to form a relationship. The key person plans with parents for the child's well-being and development in the provision. The key person meets regularly with the family for discussion and consultation on their child's progress and offers support in guiding their development at home.
- Our manager deploys our staff, students and volunteers to give adequate supervision of indoor and outdoor areas, ensuring that children are usually within sight and hearing of staff, and always within sight *or* hearing of staff at all times. All staff are deployed according to the needs of the provision and the children attending. Staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- Our children are adequately supervised, including whilst eating.
- Our staff, students and volunteers focus their attention on children at all times and do not spend time in social conversation with colleagues while they are working with children.
- Our staff, students and volunteers inform their colleagues if they have to leave their area and tell colleagues where they are going.
- We hold regular staff meetings to undertake curriculum planning and to discuss children's progress, their achievements and any other difficulties that may arise from time to time.
- All staff have job descriptions which set out and specify their staff roles and responsibilities explicitly. These are updated on a necessary basis and given to staff should a change or a change in job role occur.

Induction of Managers, employees, volunteers and apprenticeships:

Procedures:

We have a written induction plan for all new staff, which includes the following:

- Introductions to all staff and volunteers.
- Familiarising with the building, Health and Safety and fire procedures through a walk-around and discussion.
- Ensuring our policies and procedures have been read and are carried out. Questions are asked to show knowledge of these.

- Introduction to parents, especially parents of allocated key children where appropriate.
- Familiarising them with confidential information where applicable in relation to any key children.
- Details of the tasks and daily routines to be completed.
- The induction period lasts 6 months. The manager inducts new staff apprentices and volunteers. The senior manager/director inducts new managers. We hold the right to extend this period if we feel necessary.
- During the induction period, the individual must demonstrate understanding of and compliance with policies, procedures, tasks and routines.
- Successful completion of the induction forms part of the probationary period.
- Following induction, we continue to support our staff to deliver high quality performance through regular supervisions and appraisal of their work.

Safer recruitment

When recruiting new staff and volunteers, Harvard Park will follow the relevant safer recruitment processes. We will follow the checking and risk assessment processes for volunteers.

Volunteers are not left unsupervised. Harvard Park will follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

Harvard Park will keep the single central record up to date.

Amended by Poonam Randhawa – 13/11/2024.

9. Student Placement Policy

Policy Statement

Harvard Park recognises that qualifications and training make an important contribution to the quality of the care and education provided by Early Years provisions. As a part of our commitment to quality, we offer placements to students undertaking Early Years qualifications and training, including those studying for the NVQ 2 / NVQ 3 in Childcare and Education. We accept students from local schools and colleges on work experience which consists of a two-week placement for students under the age of 17.

We aim to provide for students on placement with us experiences that contribute to the successful completion of their studies and that provide examples of quality practice in Early Years Care and Education.

Procedures

- We require students on qualification courses to meet the Suitable Person requirements of the Early Years Foundation Stage and have a satisfactory enhanced DBS check with barred list check(s).
- We require schools, colleges or universities placing students under the age of 17 years with us to vouch for their good character.
- We supervise students under the age of 17 years at all times and do not allow them to have unsupervised access to children.
- Students who are placed in our provision on a short-term basis are not counted in our staffing ratios.
- Students and apprentices, over the age of 17, who are undertaking a level 3 qualification may be considered to be counted in the ratios if our manager deems them to be suitably qualified and experienced also having full First Aid.
- Trainee staff and students over the age of 17 may be included in the ratios if they are deemed competent and responsible. This will be monitored through the discussion and

recording of competences over a period of time before being counted into the provision adult / child ratio

- We take out employers' liability insurance and public liability insurance, which covers both trainees and voluntary helpers.
- We require students to keep to our Confidentiality and Client Access to Records Policy.
- We work in partnership with students' tutors in order to help students to fulfil the requirements of their course of study.
- We provide students, at the first session of their placement, with a short induction on how our provision is managed, how our sessions are organised and our policies and procedures including a quick run through of our Privacy statement and how this applies to them.
- We communicate a positive message to students about the value of qualifications and training.
- We make the needs of the children paramount by not admitting students in numbers that hinder the essential work of the provision.
- We ensure that trainees and students placed with us are engaged in bonafide early years training, which provides the necessary background understanding of children's development and activities.
- Our students are expected to wear tabards provided so that they are easily recognised by parents and staff. They are also expected to adhere by the dress code outlined in their initial meeting before commencing their placement at Harvard Park.
- All names and addresses are kept on file – this includes the schools and colleges that they attend as well as the registers consisting of the times and dates of when they attend the provision for any future references we receive. Any other personal information is destroyed once the placement ceases with us unless there is a legal obligation to keep it.

A copy of the Job Description for Students and Volunteers and the checklist we run through with them is available on request.

10. Maintaining children's safety and security on premises

Policy statement

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

Procedures

Children's personal safety

- We ensure all employed staff have been checked for criminal records via an enhanced disclosure with children's barred list check through the Disclosure and Barring Service.
- Adults do not normally supervise children on their own.
- All children are supervised by adults at all times.
- Whenever children are on the premises at least two adults are present.
- We carry out risk assessments to ensure children are not made vulnerable within any part of our premises, nor by any activity.

Security

- Systems are in place for the safe arrival and departure of children.
- The times of the children's arrivals and departures are recorded.
- The arrival and departure times of adults – staff, volunteers and visitors - are recorded.
- Our systems prevent unauthorised access to our premises.
- Our systems prevent children from leaving our premises unnoticed.
- Our staff check the identity of any person who is not known before they enter the premises.
- We keep front doors and gates locked shut at all times. Back doors are kept locked shut at all times where they may lead to a public or unsupervised area.
- The personal possessions of staff and volunteers are securely stored during sessions.
- Minimal petty cash is kept on the premises.

11. Children's rights and entitlements Policy

Policy statement

This statement underpins the policies and procedures—in particular, to Safeguarding Children, Young People and Vulnerable Adults procedures. It is important that all staff uphold and work with the principles and ethos within this statement.

We support the 54 Articles contained within the UN Convention on the Rights of the Child (1989). We recognise that these articles apply to children globally and draw attention to the disparity between and within countries and across regions of the world in the way that children receive and enjoy basic rights. We support organisations and statutory agencies to promote recognition and achievement of children's rights to ensure a better experience for all children.

Our 'three key commitments' are broad statements against which policies and procedures across the organisation will be drawn to provide a consistent and coherent strategy for safeguarding children young people and vulnerable adults in all services provided.

1. We are committed to building a '**culture of safety**' in which children are protected from abuse and harm in all areas of the service delivery.
2. We are committed to **responding promptly and appropriately** to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you are worried a child is being abused' (HMG 2015)
3. We are committed to promoting awareness of child abuse issues throughout training and learning programmes for adults. We are also committed to empowering young children, through early childhood curriculum, promoting their right to be **strong, resilient and listened to**.

What it means to promote children's rights and entitlements to be 'strong, resilient and listened to':

To be **strong** means to be

- *secure* in their foremost attachment relationships where they are loved and cared for, by at least one person who is able to offer consistent, positive and unconditional regard and who can be relied on

- *safe and valued* as individuals in their families and in relationships beyond the family, such as day care or school
- *self-assured* and form a positive sense of themselves – including all aspects of their identity and heritage
- *included equally and belong* in early years settings and in community life
- *confident in abilities* and *proud* of their achievements
- *progressing optimally* in all aspects of their development and learning

To be **resilient** means to

- *be sure* of their self-worth and dignity
- be able to be *assertive* and state their needs effectively
- be able to *overcome* difficulties and problems
- *be positive* in their outlook on life
- be able to *cope* with challenge and change
- have a *sense of justice* towards self and others
- to develop a *sense of responsibility* towards self and others
- to be able to *represent* themselves and others in key decision-making processes

To be **listened to** means:

- adults who are close to children recognise their need and *right to express and communicate* their thoughts, feelings and ideas
- adults who are close to children are able to *tune in* to their verbal, sign and body language in order to understand and interpret what is being expressed and communicated
- adults who are close to children are able to *respond appropriately and, when required, act upon their understanding* of what children express and communicate
- adults *respect children's rights and facilitate children's participation and representation* in imaginative and child centres ways in all aspects of core services.

12. British values

Policy statement

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not to directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to procedures, criteria and practices to ensure that those with protected characteristics are not at a substantial disadvantage. As we are in receipt of public funding, we also have a public sector equality duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

Procedures

British Values

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are already implicitly embedded in the 2014 and a newly revised 2021 EYFS and are further clarified below, based on the Fundamental British Values in the Early Years guidance (Foundation Years 2015):

- Democracy, or making decisions together (through the prime area of Personal, Social and Emotional Development)
 - As part of the focus on self-confidence and self-awareness, early years educators encourage children to see their role in the bigger picture, encouraging them to

know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.

- Early years educators support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- Rule of law, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
 - Early years educators ensure that children understand their own and others' behaviour and its consequence.
 - Early years educators collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
 - Early years educators encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into Provision or Reception Class.
- Mutual respect and tolerance, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
 - Early years educators create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

- Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
 - Early years educators encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
 - Early years educators promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- In our provision it is not acceptable to:
- actively promote intolerance of other faiths, cultures and races
 - fail to challenge gender stereotypes and routinely segregate girls and boys
 - isolate children from their wider community
 - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Prevent Strategy

Under the Counter-Terrorism and Security Act 2015 we also have a duty "to have due regard to the need to prevent people from being drawn into terrorism". Our contact for any referrals under the prevent strategy is Joan Conlon 0208 583 2197

The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

The statutory guidance makes clear that childcare and early education providers are expected to assess the risk of children being drawn into terrorism. This means being able to demonstrate both a general understanding of the risks affecting children and young people

in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Our provision will assess their training needs in the light of their assessment of the risk. As a minimum, however, we will ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation

Parental consent for radicalisation referrals

LSP procedures are followed in relation to whether parental consent is necessary prior to making a referral about a concern that a child or adult may be at risk of being drawn into terrorism. It is good practice to seek the consent of the person, or for very young children, the consent of their parent/carer prior to making a referral, but it is not a requirement to seek consent before referring a concern regarding possible involvement in extremism or terrorism if it may put a child at risk, or if an offence may have been or may be committed. Advice should be sought from line managers and local agencies responsible for safeguarding, as to whether or not consent should be sought on a case-by-case basis. Designated persons should be mindful that discussion regarding potential referral due to concerns may be upsetting for the subject of the referral and their family. Initial advice regarding whether an incident meets a threshold for referral can be sought from the relevant local agency without specific details such as names of the family being given in certain circumstances.

Consent is required prior to any individual engaging with a Channel intervention. Consent is usually sought by Channel partners, but LSP procedures should be followed regarding this.

Legal framework

Counter-Terrorism and Security Act 2015

Further guidance

Equality Act 2010: Public Sector Equality Duty - What Do I Need to Know? A Quick Start Guide for Public Sector Organisations (Government Equalities Office 2011)

Fundamental British Values in the Early Years (Foundation Years 2015)

Prevent Duty Guidance: for England and Wales (HMG 2015 and updated in 2021)

The Prevent Duty: Departmental Advice for Schools and Childcare Providers (DfE 2015)

13. Valuing Diversity and Promoting Inclusion and Equality

Policy Statement

Our provision is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We are committed to ensuring that our service is fully inclusive in meeting the needs of all children.

We recognise that children and their families come from a wide range of backgrounds with individual needs, beliefs and values. They may grow up in family structures that include one or two parents of the same or different sex. Children may have close links or live with extended families of grandparents, aunts, uncles and cousins; while other children may be more removed from close kin or may live with other relatives or foster carers. Some children come from families who experience social exclusion, severe hardship; discrimination and prejudice because of their ethnicity, disability and/or ability, the languages they speak, their religious or personal beliefs, their sexual orientation and marital status. Some individuals face discrimination linked to their gender and some women are discriminated against because of their pregnancy and maternity status. We understand that all these factors can affect the well-being of children within these families and may adversely impact on children's learning, attainment and life outcomes.

Our provision is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

- provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued;
- actively include and value the contribution of all families to our understanding of equality and diversity
- provide a positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people;
- improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity; and
- Make inclusion a thread that runs through all of the activities and displays of the provision.
- challenge and eliminate discriminatory actions on the basis of a protected characteristic as defined by the Equality Act (2010) namely:
 - age;

- gender;
 - gender reassignment;
 - marital status;
 - pregnancy and maternity;
 - race;
 - disability;
 - sexual orientation; and
 - Religion or belief.
- where possible, take positive action to benefit groups or individuals with protected characteristics who are disadvantaged, have a disproportional representation within the service or need different things from the service.

Procedures

Admissions

Our provision is open to all members of the community.

- We base our Admissions Policy on a fair system.
- We do not discriminate against a child or their family in our service provision, including preventing their entry to our provision based on a protected characteristic as defined by the Equality Act (2010).
- We advertise our service widely.
- We provide information in clear, concise language, whether in spoken or written form and provide information in other languages (where ever possible).
- We reflect the diversity of our community and wider society in our publicity and promotional materials.
- We provide information on our offer of provision for children with special educational needs and disabilities.
- We ensure that all parents are made aware of our Valuing Diversity and Promoting Equality Policy.
- We make reasonable adjustments to ensure that disabled children can participate successfully in the services and in the curriculum offered by the provision.
- We take action against any discriminatory, prejudice, harassing or victimising behaviour by our staff, volunteers or parents whether by:
 - direct discrimination – someone is treated less favourably because of a protected characteristic e.g. preventing families of a specific ethnic group from using the service;
 - indirect discrimination – someone is affected unfavourably by a general policy e.g. children must only speak English in the provision;

- discrimination arising from a disability – someone is treated less favourably because of something connected with their disability e.g. a child with a visual impairment is excluded from an activity;
 - association – discriminating against someone who is associated with a person with a protected characteristic e.g. behaving unfavourably to someone who is married to a person from a different cultural background; or
 - perception – discrimination on the basis that it is thought someone has a protected characteristic e.g. making assumptions about someone's sexual orientation.
 - We will not tolerate behaviour from an adult who demonstrates dislike or prejudice towards individuals who are perceived to be from another country (xenophobia).
- Displaying of openly discriminatory xenophobic and possibly offensive or threatening materials, name calling, or threatening behaviour are unacceptable on, or around, our premises and will be dealt with immediately and discreetly by asking the adult to stop using the unacceptable behaviour and inviting them to read and to act in accordance with the relevant policy statement and procedure. Failure to comply may lead to the adult being excluded from the premises.

Employment

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

Training

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

Curriculum

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

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

- making children feel valued and good about themselves;
- ensuring that children have equality of access to learning;
- undertaking an access audit to establish if the provision is accessible to all children;
- making adjustments to the environment and resources to accommodate a wide range of learning, physical and sensory impairments;
- making appropriate provision within the curriculum to ensure each child receives the widest possible opportunity to develop their skills and abilities, e.g. recognising the different learning styles of children;
- positively reflecting the widest possible range of communities in the choice of resources;
- avoiding stereotypes or derogatory images in the selection of books or other visual materials;
- celebrating a wide range of festivals;
- creating an environment of mutual respect and tolerances;
- differentiating the curriculum to meet children's special educational needs;
- helping children to understand that discriminatory behaviour and remarks are hurtful and unacceptable;
- ensuring that the curriculum offered is inclusive of children with special educational needs and children with disabilities;
- ensuring that children learning English as an additional language have full access to the curriculum and are supported in their learning; and
- ensuring that children speaking languages other than English are supported in the maintenance and development of their home languages.

Valuing diversity in families

- We welcome the diversity of family lifestyles and work with all families.
- We encourage children to contribute stories of their everyday life to the provision.
- We encourage parents/carers to take part in the life of the provision and to contribute fully.

- For families who speak languages in addition to English, we will develop means to ensure their full inclusion.
- We offer a flexible payment system for families of differing means and offer information regarding sources of financial support.

Food

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

Meetings

- Meetings are arranged to ensure that all families who wish to may be involved in the running of the provision.
- We positively encourage fathers to be involved in the provision, especially those fathers who do not live with the child.
- Information about meetings is communicated in a variety of ways - written, verbal and in translation – this ensures that all parents have information about as well as access to the meetings.

Monitoring and reviewing

- To ensure our policies and procedures remain effective, we will monitor and review them annually and ensure our strategies meets the overall aims to promote equality, inclusion and valuing diversity.
- We provide a complaints procedure and a complaints summary record for parents to see.

Public Sector Equality Duty

- We have regard to the Duty to eliminate discrimination, promote equality of opportunity, foster good relations between people who share a protected characteristic and those who do not.

14. Behaviour Management Policy

Policy Statement

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

We aim to teach children to behave in socially acceptable ways and to understand the needs and rights of others. The principles guiding management of behaviour exist within the programme for supporting personal, social and emotional development.

Harvard Park promotes the highest standard of behaviour by the children in our care with daily routines. We encourage independence within the boundaries of acceptable behaviour. We aim to manage children's behaviour through distraction, discussion, praise and reward.

Procedures

We have a named person who has overall responsibility for issues concerning behaviour.

We require the named person/s to: -

- Keep themselves up to date with legislation, research and thinking on promoting positive behaviour and on handling children's behaviour where it may require additional support.
- Access relevant sources of expertise on promoting positive behaviour within the programme for supporting personal, social and emotional development keeping in line with UK - GDPR.
- Check that all early years educators have relevant in-service training on promoting positive behaviour. We keep a record of staff attendance at this training.
- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of – and respect – those used by members of the provision.
- We require all early years educators, volunteers and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care and courtesy.
- We familiarise new early years educators and volunteers with the provision's behaviour policy and its guidelines for behaviour.

- We expect all members of our provision – children, parents, early years educators, volunteers and students to keep to the guidelines, requiring these to be applied consistently.
- We work in partnership with children's parents. Parents are regularly informed about their children's behaviour by their key person. We work with parents to address recurring inconsiderate behaviour, using our observation records to help us to understand the cause and to decide jointly how to respond appropriately.

For children under three years of age: -

- When children under three behave in inconsiderate ways we recognise that strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that very young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Early years educators are calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- We recognise that every child is different and a strategy that will work for an individual may not work in the same way for another.

All children are encouraged to: -

- Behave in a courteous and helpful manner towards each other and ourselves
- Take care of the belongings of Harvard Park and those of other children
- Listen to others point of view
- Refrain from physical and verbal argument
- Develop an awareness of appropriate behaviour in different situations and environments for example at home, when starting school.

We do not tolerate children: -

- Fighting with each other, hitting, biting and scratching.
- Name calling because of other children's racial origins, cultural background, gender or disability.

- Refusing to share
- Running about indoors
- Touching electrical equipment
- Refusing to clear away
- Singling out a child and subjecting them to unkind or inappropriate behaviour
- Being disruptive to play/equipment/books or other items on the premises.
- Climbing on furniture
- Swearing or using rude words
- Teasing or hurting animals

We will reinforce good behaviour by: -

- Rewards such as stickers/stamps/certificates
- Encouraging and praising good behaviour
- Making children aware of what behaviour is and is not acceptable
- Demonstrating good behaviour through stories, role-play, talking about examples of good behaviour
- Promoting an environment where children can care for their surroundings.
 - o If a child's behaviour is persistently unacceptable or disruptive, we will keep a small diary of this behaviour to see if there is a pattern.
 - o Parents/guardians of the child will be invited to a consultation with ourselves where we can work as a team to enable continuity to your child's care.

Early Years Educators and other members of the team: -

- o We have area's designated in each provision where children are encouraged to visit and take some time to reflect on their behaviour or actions. It is a safe space with a range of resources to help promote positive attitudes towards feelings and to promote self-regulation.
- o We never use physical punishment, such as smacking or shaking, children are never threatened with these either. Food and/or drink will not be withheld as punishment for inappropriate behaviour.
- o We do not use "visiting the office" as a form of punishment. We understand that child may become overwhelmed in some situations and therefore find it hard to self-regulate or regulate their actions. At this time, if the designated feelings area or calming corner has not worked, a quiet office space maybe required. (This is a last resort)

- **IF** a child is at risk of harm to themselves or to other around them (both adults and children), they may be taken to visit the office. Where this is the case, 2 members of staff are present at all times and the door remains open. This is then recorded on an incident sheet, the parents and/or carers are spoken to at the end of the day and this is then placed into the child's file. However, this is a last resort and all other strategies are explored first.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, **ONLY** to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the name/s of witnesses) are brought to the attention of our provision leader and are recorded in the child's personal file. The child's account of what happened is also recorded and their parent/guardian is informed on the same day.
- In cases of serious misbehaviour, such as racial or other abuse, we make clear immediately the unacceptability of the behaviour and attitudes, by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's inconsiderate behaviour.
- We help young children learn to empathise with others, understanding that they have feelings too and that their actions impact on other's feelings: 'When you hit Sarah, it hurt her, and she didn't like that and it made her cry.'
- We help young children develop pro-social behaviour, such as resolving conflict over who has the toy: 'I can see you are feeling better now and Sarah isn't crying anymore. Let's see if we can be friends and find another car, so you both play with one.'
- We use phrases such as 'kind hands' and 'kind words' to reinforce positive actions rather than focusing on the negative ones.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry, but encourage this where it is clear that they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are that:
 - They do not feel securely attached to someone who can interpret and meet their needs – this may be in the home and it also may be in the provision.
 - Their parent or carer in the provision, does not have skills to respond appropriately, and consequently negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger

- The child is exposed to levels of aggressive behaviour at home and may be at risk emotionally, or may be experiencing child abuse
- The child has a developmental condition that affects how they behave.
- o When this does not work, we use the Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary working in line with UK-GDPR.

Rough and tumble play, hurtful behaviour and bullying: -

Our procedure has been updated to provide additional focus on these kinds of inconsiderate behaviours.

Rough and tumble play and fantasy aggression: -

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

- o We recognise that teasing and rough and tumble play are all normal for young children and acceptable within limits. We regard these kinds of play as pro-social and as not problematic or 'aggressive' this would include fantasy play such as blowing up, shooting etc.
- o We recognise that in line with the Counter- Terrorism and Security Act 2015, child's fantasy play may reflect a deeper concern of what they may be being exposed to outside of the provision. We are fully aware of the differences and procedures in place to report and prevent this behaviour.

Hurtful Behaviour: -

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

Where this behaviour continues after strategies and plans have been put in place, their parent and/or carer is asked to come in and an action plan is put in place to stop this behaviour. It is continued to be monitored and documented.

15. Promoting positive behaviour

Where applicable, this should be read alongside the Behaviour Management Policy

Policy statement

We believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

Positive behaviour is located within the context of the development of children's personal, social and emotional skills and well-being. A key person who understands children's needs, their levels of development, personal characteristics, and specific circumstances, supports this development. This ensures children's individual needs are understood and supported.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations. In these types of situations key staff can help identify and address triggers for the behaviour and help children reflect, regulate and manage their actions. We appoint a member of staff as behaviour coordinator to oversee and advise on the team's responses to challenging behaviour.

Procedures

In order to manage children's behaviour in an appropriate way we will:

- attend relevant training to help their understanding and guide appropriate models of behaviour;
- help implement the provision's behaviour procedures including the stepped approach;
- work in partnership with management to conduct an annual audit (see step 2);
- have the necessary skills to advise other staff on how to address behaviour issues and to access expert advice, if necessary;

Stepped approach

Step 1

Our named behaviour co-ordinator will:

- ensure that EYFS guidance relating to 'behaviour management' is incorporated into relevant policy and procedures;
- be knowledgeable with, and apply the provision's procedures on Promoting Positive Behaviour;
- undertake an annual audit of the provision to ensure the environment and practices supports healthy social and emotional development. Findings from the audit are considered by management and relevant adjustments applied.
- ensure that all staff are supported to address issues relating to behaviour including applying initial and focused intervention approaches (see below).

Step 2

- We address unwanted behaviours using the agreed and consistently applied initial intervention approach. If the unwanted behaviour does not reoccur or cause concern then normal monitoring will resume.
- Behaviours that result in concern for the child and/or others will be discussed between the key person, the behaviour coordinator and Special Educational Needs Coordinator (SENCO) or/and manager. During the meeting, the key person will use their knowledge and assessments of the child to share any known influencing factors (new baby, additional needs, illness etc.) in order to place the behaviour into context. Appropriate adjustments to practice will be agreed and if successful normal monitoring resumed.
- If the behaviour continues to reoccur and remains a concern then the key person and SENCO should liaise with parents to discuss possible reasons for the behaviour and to agree next steps. If relevant and appropriate, the views of the child relating to their behaviour should be sought and considered to help identify a cause. If a cause for the behaviour is not known or only occurs whilst in the provision then the behaviour coordinator will suggest using a focused intervention approach to identify a trigger for the behaviour.
- If a trigger is identified then the behaviour coordinator/SENCO and key person will meet with the parents to plan support for the child through an action plan. If relevant, recommended actions for dealing with the behaviour at home should be agreed with the parent/s and incorporated into the plan. Other members of the staff team should be informed of the agreed actions in the action plan and help implement the actions. The

plan should be monitored and reviewed regularly by the behaviour coordinator and SENCO until improvement is noticed.

- All incidents and intervention relating to unwanted and challenging behaviour by children should be clearly and appropriately logged.

Step 3

- If, despite applying the initial intervention and focused intervention approaches, the behaviour continues to occur and/or is of significant concern, then the behaviour coordinator and SENCO will invite the parents to a meeting to discuss external referral and next steps for supporting the child in the provision.
- It may be agreed that the Child & Family Assessment/Notification (CFAN) process should begin and that specialist help be sought for the child – this support may address either developmental or welfare needs. If the child's behaviour is part of a range of welfare concerns that also include a concern that the child may be suffering or likely to suffer significant harm, follow the Safeguarding and Children and Child Protection Policy. It may also be agreed that the child should be referred for an Education, Health and Care Plan assessment.
- Advice provided by external agencies should be incorporated into the child's action plan and regular multi-disciplinary meetings held to review the child's progress.

Initial intervention approach

- We use an initial problem-solving intervention for all situations in which a child or children are distressed in conflict. All staff use this intervention consistently.
- This type of approach involves an adult approaching the situation calmly, stopping any hurtful actions, acknowledging the feelings of those involved, gathering information, restating the issue to help children reflect, regain control of the situation and resolve the situation themselves.
- High Scope's Conflict Resolution process provides this type of approach but equally any other similar method would be suitable. Periodically the effectiveness of the approach will be checked.

Focused intervention approach

- The reasons for some types of behaviour are not always apparent, despite the knowledge and input from early years educators and parents.
- Where we have considered all possible reasons, then a focused intervention approach should then be applied.

- This approach allows the key person and behaviour coordinator to observe, reflect, and identify causes and functions of unwanted behaviour in the wider context of other known influences on the child.
- We follow the ABC method which uses key observations to identify a) an event or activity (antecedent) that occurred immediately before a particular behaviour, b) what behaviour was observed and recorded at the time of the incident, and c) what the consequences were following the behaviour. Once analysed, the focused intervention should help determine the cause (e.g. ownership of a toy or fear of a situation) and function of the behaviour (to obtain the toy or avoid a situation) and suitable support will be applied.

Use of rewards and sanctions

- All children need consistent messages, clear boundaries and guidance to intrinsically manage their behaviour through self-reflection and control.
- Rewards such as excessive praise and stickers may provide an immediate change in the behaviour but will not teach children how to act when a 'prize' is not being given or provide the child with the skills to manage situations and their emotions. Instead, a child is taught how to be 'compliant' and respond to meet adult's own expectations in order to obtain a reward (or for fear of a sanction). If used then the type of rewards and their functions must be carefully considered before applying.
- Children should never be labelled, criticised, humiliated, punished, shouted at or isolated by removing them from the group and left alone in 'time out' or on a 'naughty chair'. However, if necessary, children can be accompanied and removed from the group in order to calm down and if appropriate helped to reflect on what has happened.

Use of physical intervention

- The term physical intervention is used to describe any forceful physical contact by an adult to a child such as grabbing, pulling, dragging, or any form of restraint of a child such as holding down. Where a child is upset or angry, staff will speak to them calmly, encouraging them to vent their frustration in other ways by diverting the child's attention.
- Staff should not use physical intervention – or the threat of physical intervention, to manage a child's behaviour unless it is necessary to use "reasonable force in order to prevent children from injuring themselves or others or damage property" (EYFS).
- If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as

soon as possible within the child's file, which states clearly when and how parents were informed.

- Corporal (physical) punishment of any kind should never be used or threatened which could adversely affect a child's well-being.

Challenging Behaviour/Aggression by children towards other children

- Any aggressive behaviour by children towards other children will result in a staff member intervening immediately to challenge and prevent escalation.
- If the behaviour has been significant or may potentially have a detrimental effect on the child, the parents of the child who has been the victim of behaviour and the parents of the child who has been the perpetrator should be informed.
- The designated person will contact children's social services if appropriate and will consider whether notifying the police if appropriate.
- The designated person will make a written record of the incident, which is kept in the child's file; in line with the *Safeguarding children, young people and vulnerable adults*' policy.
- The designated person should complete a risk assessment related to the child's challenging behaviour to avoid any further instances.
- The designated person should meet with the parents of the child who has been affected by the behaviour to advise them of the incident and the provision's response to the incident.
- Ofsted should be notified if appropriate.
- Relevant health and safety procedures and procedures for dealing with concerns and complaints should be followed.
- Parents should also be asked to sign risk assessments where the risk assessment relates to managing the behaviour of a specific child.
- Bully is a behaviour that both parents and early years educators worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most 3-year-olds have not yet developed (usually after the age of 4 along with empathy). Therefore, an outburst by a 3-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or behaviour they have copied from someone else.
- Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours

because children this young, do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long-term behaviour. This label can stick with the child for the rest of their life.

Challenging unwanted behaviour from adults in the provision

- Harvard Park will not tolerate behaviour from an adult which demonstrates a dislike, prejudice and/or discriminatory attitude or action towards any individual or group. This includes negativity towards groups and individuals living outside the UK (xenophobia). This also applies to the same behaviour if directed towards specific groups of people and individuals who are British Citizens residing in the UK.
- Allegations of discriminatory remarks or behaviour including xenophobia made in the provision by any adult will be taken seriously. The perpetrator will be asked to stop the behaviour and failure to do so may result in the adult being asked to leave the premises and in the case of a staff member, disciplinary measures being taken.
- Where a parent makes discriminatory or prejudiced remarks to staff at any time, or other people while on the premises, this is recorded on the child's file and is reported to the provision manager. The procedure is explained and the parent asked to comply while on the premises. An 'escalatory' approach will be taken with those who continue to exhibit this behaviour. The second stage comprises a letter to the parent requesting them to sign a written agreement not to make discriminatory remarks or behave in a discriminatory or prejudiced manner; the third stage may be considering withdrawing the child's place.

Our provision displays the following statement endorsed by our Early Years and Childcare Service in the Local Authority:

'Everything has been done at this provision to create a safe, warm and welcoming environment for the children in order for them to flourish and to develop to their full potential'.

If this environment is threatened by aggressive and disruptive parents, it will not be tolerated. All adults, including parents, are expected to adhere to our Promoting Positive Behaviour Policy. If parents display any unacceptable behaviour, their child's place in this provision will be seriously compromised.

16. Child Protection and Safeguarding young people and vulnerable adults

Policy Statement

Harvard Park will work with children, young people and vulnerable adults, parents and the community to ensure the rights and safety of children and to give them the very best start in life.

Procedures

We carry out the following procedures to ensure we meet our commitments and duty of care, which incorporates responding to child protection concerns.

Key commitment 1

We are committed to building a 'culture of safety' in which children, young people and vulnerable adults are protected from abuse and harm in all areas of our service delivery.

Our Designated Safeguarding Lead (DSL) who co-ordinates child, young people and vulnerable adult protection issues is:

Carol Mayell for Day Nursery, Feltham Poonam Randhawa for Pre-School, Isleworth

When the provision is open, but the designated safeguarding lead is not on site, a suitably trained manager is available at all times for staff to discuss safeguarding concerns.

Our designated officer (a member of the management team) who oversees this work is:

Tracey Milstead for Day Nursery, Feltham Nicki Saunders for Pre-School, Isleworth

- The DSL and officers ensure they have links with statutory and voluntary organisations with regard to safeguarding.
- The DSL understands Hounslow Safeguarding Children Partnership safeguarding procedures, attends relevant training at least every two years and refreshes their knowledge of safeguarding at least annually.

We ensure all staff are trained to understand our safeguarding policies and procedures and that parents are made aware of them too.

- All staff understand that safeguarding is their responsibility.
- All staff have an up-to-date knowledge of safeguarding issues, are alert to the signs and symptoms of abuse, and understand their professional duty to ensure safeguarding concerns are reported to the local authority children's social work team.

- All staff are confident to ask questions in relation to any safeguarding concerns and know not to just take things at face value but can be respectfully sceptical.
- All staff understand the principles of early help (as defined in *Working Together to Safeguard Children*) and are able to identify those children and families who may be in need of early help and enable them to access it.
- All staff understand the thresholds of significant harm and understand how to access services for families, including for those families who are below the threshold for significant harm, according to arrangements published by the Hounslow Safeguarding Children Partnership.
- All staff understand their responsibilities under the United Kingdom General Data Protection Regulation (UK-GDPR) and the Data Protection Act 2018, and understand relevant safeguarding legislation, statutory requirements and local safeguarding partner requirements and ensure that any information they may share about parents and their children with other agencies is shared appropriately and lawfully.
- We will support families to receive appropriate early help by sharing information with other agencies in accordance with statutory requirements and legislation.
- We will share information lawfully with Hounslow Safeguarding Children Partnership and other agencies where there are safeguarding concerns - [Home - HSCP \(hscb.org.uk\)](https://www.hscb.org.uk).
- We will be transparent about how we lawfully process data.
- All staff understand how to escalate their concerns in the event that they feel either the local authority and/or their own organisation has not acted adequately to safeguard and know how to follow local safeguarding procedures to resolve professional disputes between staff and organisations.
- All staff understand what the organisation expects of them in terms of their required behaviour and conduct, and follow our policies and procedures on positive behaviour, online safety (including use of cameras and mobile phones), whistleblowing and dignity at work.
- Children have a key person to build a relationship with, and are supported to articulate any worries, concerns or complaints that they may have in an age-appropriate way.
- All staff understand our policy on promoting positive behaviour and follow it in relation to children showing aggression towards other children.
- Adequate and appropriate staffing resources are provided to meet the needs of children.
- Applicants for posts within the provision are clearly informed that the positions are exempt from the Rehabilitation of Offenders Act 1974.
- Enhanced criminal records and barred lists checks and other suitability checks are carried out for staff and volunteers prior to their post being confirmed, to ensure that no disqualified person or unsuitable person works at the provision or has access to the children.

- Where applications are rejected based on information disclosed, applicants have the right to know and to challenge incorrect information.
- Enhanced criminal records and barred lists checks are carried out on anyone living or working on the premises. A criminal record check is needed for someone living on the premises unless there is no access to the part of the premises when and where children are cared for.
- Volunteers must:
 - be aged 17 or over;
 - be considered competent and responsible;
 - receive a robust induction and regular supervisory meetings;
 - be familiar with all the provisions policies and procedures;
 - be fully checked for suitability if they are to have unsupervised access to the children at any time.
- Information is recorded about staff qualifications, and the identity checks and vetting processes that have been completed including:
 - the criminal records disclosure reference number;
 - the date the disclosure was obtained; and
 - details of who obtained it.
- All staff and volunteers are informed that they are expected to disclose any convictions, cautions, court orders or reprimands and warnings that are not eligible for 'filtering' by the disclosure and barring service (DBS), which may affect their suitability to work with children (whether received before or during their employment with us).
- Staff receive regular supervisions, which includes discussion of any safeguarding issues, and their performance and learning needs are reviewed regularly.
- In addition to induction and supervision, staff are provided with clear expectations in relation to their behaviour outlined in the employee handbook.
- We notify the Disclosure and Barring Service of any person who is dismissed from our employment or resigns in circumstances that would otherwise have led to dismissal for reasons of a child protection concern.
- Procedures are in place to record the details of visitors to the provision.
- Security steps are taken to ensure that we have control over who comes into the provision so that no unauthorised person has unsupervised access to the children.
- Steps are taken to ensure children are not photographed or filmed on video for any other purpose than to record their development or their participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child. Any images of children are held securely and in a locked filing cabinet when not in use. Staff do not use personal cameras or filming equipment to record images.
- Personal mobile phones are not used where children are present.

- The designated safeguarding lead in the provision has responsibility for ensuring that there is an adequate online policy in place
- We keep a written record of all complaints and concerns including details of how they were responded to.
- We ensure that robust risk assessments are completed, that they are seen and signed by all relevant staff and that they are regularly reviewed and updated, in line with our health and safety policy.
- The designated officer will support the DSL to undertake their role adequately and offer advice, guidance, supervision and support.
- The DSL will inform the designated officer at the first opportunity of every significant safeguarding concern; however, this should not delay any referrals being made to the children's social care, or where appropriate the LADO, Ofsted or RIDDOR.

Key commitment 2

We are committed to responding promptly and appropriately to all incidents or concerns of abuse that may occur and to work with statutory agencies in accordance with the procedures that are set down in 'What to do if you're worried a child is being abused' (HMG 2015) and the Care Act 2014.

Responding to suspicions of abuse and disclosures:

- We acknowledge that abuse of children can take different forms - physical, emotional, and sexual, as well as neglect and domestic.
- We ensure that all staff have an understanding of the additional vulnerabilities that arise from inequalities of race, gender, disability, language, religion, sexual orientation or culture and that these receive full consideration in relation to child, young person or vulnerable adult protection.
- When children are suffering from physical, sexual or emotional abuse, or experiencing neglect, this may be demonstrated through:
 - significant changes in their behaviour;
 - deterioration in their general well-being;
 - their comments which may give cause for concern, or the things they say (direct or indirect disclosure);
 - changes in their appearance, their behaviour, or their play;
 - unexplained bruising, marks or signs of possible abuse or neglect; and
 - any reason to suspect neglect or abuse outside the provision.
- We understand our responsibilities for identifying and acting on emerging needs and early help needs and how to access services for them.

- We understand that we should refer a child who meets the S17 Children Act 1989 child in need definition to local authority children's social work services.
- We understand that we should refer any child who may be at risk of significant harm to local authority children's social work services.
- We are aware of the 'hidden harm' agenda concerning parents with drug and alcohol problems and consider other factors affecting parental capacity and risk, such as social exclusion, domestic violence, radicalisation, mental or physical illness and parent's learning disability.
- We are aware that children's vulnerability is potentially increased when they are privately fostered and when we know that a child is being cared for under a private fostering arrangement, we inform our local authority children's social care team.
- We are prepared to take action if we have concerns about the welfare of a child who fails to arrive at a session when expected. The designated safeguarding lead (DSL) will take immediate action to contact the child's parent to seek an explanation for the child's absence and be assured that the child is safe and well. If no contact is made with the child's parents and the designated person has reason to believe that the child is at risk of significant harm, the relevant professionals are contacted immediately, and Hounslow Safeguarding Children Partnership procedures are followed. If the child has current involvement with social care, the social worker is notified on the day of the unexplained absence.
- We are aware of other factors that affect children's vulnerability that may affect, or may have affected, children and young people using our provision, such as abuse of children who have special educational needs and/or disabilities; fabricated or induced illness; child abuse linked to beliefs in spirit possession; sexual exploitation of children, including through internet abuse; Breast Ironing, Female Genital Mutilation, Oral Mutilation and radicalisation or extremism.
- In relation to radicalisation and extremism, we follow the Prevent Duty guidance for England and Wales published by the Home Office and Hounslow Safeguarding Children Partnership procedures on responding to radicalisation.
- The DSL completes online Channel training, online Prevent training and attends local WRAP training where available to ensure they are familiar with the local protocol and procedures for responding to concerns about radicalisation.
- We are aware of the mandatory duty that applies to teachers, and health workers to report cases of Female Genital Mutilation to the police. We are also aware that early years educators should follow local authority published safeguarding procedures to respond to FGM and other safeguarding issues, which involves contacting police if a crime of FGM has been or may be about to be committed.

- If we become concerned that a child may be a victim of modern slavery or human trafficking, we will refer to the National Referral Mechanism, as soon as possible and refer and/or seek advice to the local authority children's social work service and/or police.
- We will be alert to the threats children may face from outside their families, such as that posed by organised crime groups such as county lines, child sexual exploitation (CSE), children at risk of exploitation (CRE), online use and from within peer groups and the wider community.

Where we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the procedures below for reporting child protection and child in need concerns which may include a referral to the police and we will also follow the Hounslow Safeguarding Children Partnership procedures.

- Where such indicators are apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the DSL. The information is stored on the child's personal file.
- In the event that a staff member or volunteer is unhappy with the decision made by the DSL in relation to whether to make a safeguarding referral they must follow escalation procedures.
- We refer concerns about children's welfare to the local authority children's social care team and co-operate fully in any subsequent investigation. NB In some cases this may mean the police or another agency identified by the Hounslow Safeguarding Children Partnership.
- All staff know that they can contact the NSPCC whistleblowing helpline if they feel that an organisation and the local authority have not taken appropriate action to safeguard a child and this has not been addressed satisfactorily through organisational escalation and professional challenge procedures.
- We have a whistleblowing policy in place.
- Staff/volunteers know they can contact the organisation Public Concern at Work for advice relating to whistleblowing dilemmas.
- We take into account factors affecting parental capacity, such as social exclusion, domestic violence, radicalisation, parent's drug or alcohol abuse, mental or physical illness or parent's learning disability.
- We also make ourselves aware that some children and young people are affected by gang activity, by complex, multiple or organised abuse, through forced marriage or honour-based violence or may be victims of child trafficking. While this may be less likely to affect young children in our care, we may become aware of any of these factors affecting older children and young people who we may come into contact with.

- Where we believe that a child in our care or that is known to us may be affected by any of these factors, we follow the procedures below for reporting child protection concerns.
- Where such evidence is apparent, the child's key person makes a dated record of the details of the concern and discusses what to do with the member of staff who is acting as the 'designated safeguarding lead or officer'. The information is stored on the child's personal file.
- We respond to any disclosures sensitively and appropriately and take care not to influence the outcome either through the way we speak to children or by asking questions of children (although we may check out/clarify the details with them of what we think they have told us).
- We take account of the need to protect young people aged 16-19 as defined by the Children Act 1989. This may include students or school children on work placement, young employees or young parents. Where abuse or neglect is suspected we follow the procedure for reporting any other child protection concerns. The views of the young person will always be taken into account, in an age/stage appropriate way, but the provision may override the young person's refusal to consent to share information if it feels that it is necessary to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult. Sharing confidential information without consent is done only where not sharing it could be worse than the outcome of having shared it.
- All staff are also aware that adults can also be vulnerable and know how to refer adults who are in need of community care services.

Recording suspicions of abuse and disclosures

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

- The member of staff acting as the 'designated person' is informed of the issue at the earliest opportunity and always within one working day
- Where the Hounslow Safeguarding Children Partnership safeguarding procedures stipulates the process for recording and sharing concerns, we include those procedures alongside this procedure and follow the steps set down by the Hounslow Safeguarding Children Partnership.

Making a referral to the local authority children's social care team

Online referrals can be made if you have a concern, through the early help portal

<https://earlyhelp.hounslow.gov.uk/web/portal/pages/home> . For advice when you have a concern that a child maybe being abused call **Hounslow Children's Services Front Door - 020 8583 6600**.

Escalation process

- If we feel that a referral made has not been dealt with properly or that concerns are not being addressed or responded to, we will follow the Hounslow Safeguarding Children Partnership escalation process.
- We will ensure that staff are aware of how to escalate concerns.
- We will follow local procedures published by Hounslow Safeguarding Children Partnership to resolve professional disputes.

Informing parents

- Parents are normally the first point of contact. Concerns are normally discussed with parents to gain their view of events, unless it is felt that this may put the child or other person at risk, or may interfere with the course of a police investigation, or may unduly delay the referral, or unless it is otherwise unreasonable to seek consent.
- Advice will be sought from social care, or in some circumstances police, where necessary.
- Parents are normally informed when we make a record of concerns in their child's file and that we also make a note of any discussion we have with them regarding a concern.
- If a suspicion of abuse warrants referral to social care, parents are informed at the same time that the referral will be made, except where the procedures of the Hounslow Safeguarding Children Partnership does not allow this, for example, where it is believed that the child may be placed at risk.
- This will usually be the case where the parent is the likely abuser or where sexual abuse may have occurred.
- If there is a possibility that advising a parent beforehand may place a child at greater risk (or interfere with a police response) the designated safeguarding lead should consider

seeking advice from children's social care, about whether or not to advise parents beforehand, and should record and follow the advice given.

Liaison with other agencies and multi-agency working

- We work within the Hounslow Safeguarding Children Partnership guidelines.
- The current version of '*What to do if you're worried a child is being abused*' is available for parents and staff and all staff are familiar with what they need to do if they have concerns.
- We have procedures for contacting the local authority regarding child protection issues, and concerns about children's welfare, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the provision and children's social care to work well together.
- We notify Ofsted of any incident or accident and any changes in our arrangements which may affect the well-being of children or where an allegation of abuse is made against a member of staff and any specific procedures such as responding to concerns about radicalisation or extremism (whether the allegations relate to harm or abuse committed on our premises or elsewhere). Notifications to Ofsted are made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made.

Allegations against staff and persons in position of trust

- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the provision, or anyone living or working on the premises occupied by the provision, which may include an allegation of abuse.
- We refer any such complaint immediately to the Safeguarding Advice and Allegations Management (SAAM). The Duty systems include the Child Protection Chairs who are the people who take part in the SAAM Duty structure. They identify designated officer (LADO) cases.
- It may be that if it is clear from the onset that the matter is complex and would require meetings, in that case the Duty person will advise the provision that the LADO in the local authority will have to become involved, however the majority of enquiries are straight forward and can be dealt with by the duty staff member on the day.
- SAAM Duty system: **0208 583 5730** LADO: **0208 583 3423 / 0208 583 4933**
- We ensure that all parents know how to complain about the behaviour or actions of staff or volunteers within the provision, or anyone living or working on the premises occupied by the provision, which may include an allegation of abuse.
- We ensure that all staff volunteers and anyone else working in the provision knows how to raise concerns that they may have about the conduct or behaviour of other people including staff/colleagues.

- We differentiate between allegations, and concerns about the quality of care or practice and complaints and have a separate process for responding to complaints.
- We respond to any inappropriate behaviour displayed by members of staff, volunteer or any other person living or working on the premises, which includes:
 - inappropriate sexual comments;
 - excessive one-to-one attention beyond the requirements of their usual role and responsibilities, or inappropriate sharing of images.
- We will recognise and respond to allegations that a person who works with children has:
 - behaved in a way that has harmed a child, or may have harmed a child
 - possibly committed a criminal offence against or related to a child
 - behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- We follow the guidance of the Hounslow Safeguarding Children Partnership and London Child Protection Procedures when responding to any complaint that a member of staff or volunteer within the provision, or anyone living or working on the premises occupied by the provision, has abused a child.
- We also report any such alleged incident to Ofsted, (unless advised by LADO that this is unnecessary due to the incident not meeting the threshold), as well as what measures we have taken. We are aware that it is an offence not to do this.
- We co-operate entirely with any investigation carried out by children's social care in conjunction with the police.
- Where the management team and LADO agree it is appropriate in the circumstances, the member of staff or volunteer will be suspended for the duration of the investigation. This is not an indication of admission that the alleged incident has taken place, but is to protect the staff, as well as children and families throughout the process. Where it is appropriate and practical and agreed with LADO, we will seek to offer an alternative to suspension for the duration of the investigation, if an alternative is available that will safeguard children and not place the affected staff or volunteer at risk.

Agency Staff (if applicable)

- We will induct all Agency staff and supply them with this policy and other policies deemed relevant for them to carry out their duties, safely and consistently.
- The '*Allegations against staff and persons in position of trust*' will apply to agency staff. Whilst we are not the employer of agency staff, we will ensure allegations are dealt with properly and we will be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

Disciplinary action

Where a member of staff or volunteer has been dismissed due to engaging in activities that caused concern for the safeguarding of children or vulnerable adults, we will notify the Disclosure and Barring Service of relevant information, so that individuals who pose a threat to children and vulnerable groups can be identified and barred from working with these groups.

Key commitment 3

We are committed to promoting awareness of child abuse issues throughout our training and learning programmes for adults. We are also committed to empowering young children, through our early childhood curriculum, promoting their right to be strong, resilient and listened to.

Training

- Training opportunities are sought for all adults involved in the provision to ensure that they are able to recognise the signs and signals of possible physical abuse, emotional abuse, sexual abuse, including child sexual exploitation and neglect and that they are aware of the local authority guidelines for making referrals. Training opportunities should also cover extra familial threats such as online risks, radicalisation and grooming, and how to identify and respond to families who may be in need of early help, and organisational safeguarding procedures.
- Designated persons receive training in accordance with that recommended by the Hounslow Safeguarding Children Partnership, every two years and refresh their knowledge and skills at least annually.
- We ensure that all staff know the procedures for reporting and recording any concerns they may have about the provision.
- We ensure that all staff receive updates on safeguarding via emails, newsletters, online training and/or discussion at staff meetings at least once a year.
- We incorporate the signs of abuse and specific safeguarding issues, that are pertinent to and current for our community and families, into briefings, staff Induction training, and ongoing development training for all Staff.

Planning

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

Curriculum

- We introduce key elements of keeping children safe into our programme to promote the personal, social and emotional development of all children, so that they may grow to be

strong, resilient and listened to and so that they develop an understanding of why and how to keep safe.

- We create within the provision a culture of value and respect for individuals, having positive regard for children's heritage arising from their colour, ethnicity, languages spoken at home, cultural and social background.
- We ensure that this is carried out in a way that is developmentally appropriate for the children.

Confidentiality

- All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared under the guidance of the Hounslow Safeguarding Children Partnership and in line with the United Kingdom General Data Protection Regulation (UK-GDPR), Data Protection Act 2018, and Working Together to Safeguard Children.
- All staff are aware of the UK-GDPR 2018 regulations and do not use that as a reason not to share information about the welfare, health or safety of a child.

Support to families

- We believe in building trusting and supportive relationships with families, staff and volunteers.
- We make clear to parents our role and responsibilities in relation to child protection, such as for the reporting of concerns, information sharing, monitoring of the child, and liaising at all times with the local children's social care team.
- We will continue to welcome the child and the family whilst investigations are being made in relation to any alleged abuse.
- We follow the Child Protection Plan as set by the child's social care worker in relation to the provision's designated role and tasks in supporting that child and their family, subsequent to any investigation.
- If any child with a known child protection plan at the provision has a safeguarding concern raised or is absent without explanation, this will be referred to their Social Worker with urgency and as soon as possible.
- We will engage with any child in need plan or early help plan as agreed.
- Confidential records kept on a child are shared with the child's parents or those who have parental responsibility for the child in accordance with the Confidentiality and Client Access to Records procedure and only if appropriate under the guidance of the Hounslow Safeguarding Children Partnership.

- Our 'Safeguarding children young people and vulnerable adults' policy is available to parents and carers as appropriate including displaying on the early years and provision website (if applicable).

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, however is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child, such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally-inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born,

neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic

Domestic is soon to be added into the forms of abuse as it is now widely recognised around the United Kingdom. The Domestic Abuse Act 2021 highlights how this may affect children and their families.

(Definitions taken from Working Together to Safeguard Children)

Indicators of abuse and what you might see

It is vital that staff are aware of the range of behavioural indicators of abuse and report any concerns to the designated person. We are aware that it is our responsibility to report concerns. It is not our responsibility to investigate or decide whether a child has been abused.

A child who is being abused and/or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- showing signs of emotional/mental ill health
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently be absent or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- become disinterested in play activities
- be constantly tired or preoccupied
- be wary of physical contact
- display sexual knowledge or behaviour beyond that normally expected for their age.

We understand that there are indicators of child abuse; however, these should not be considered as a definitive list, but used when considering the possibility of abuse in children.

Arrangements for Safeguarding and Child Protection at Harvard Park Day Nursery and Pre-School during an Infectious Disease Outbreak.

Context

This addendum of the Harvard Park Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

Key contacts: Remain as per our Safeguarding Policy.

Vulnerable children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

For more information, refer to guidance [Emergency planning and response for education, childcare, and children's social care settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/emergency-planning-and-response-for-education-childcare-and-childrens-social-care-settings)

The management team, especially the Designated Safeguarding Lead (DSL) know who our most vulnerable children are. There is an expectation that vulnerable children will attend an

educational provision, so long as they do not have underlying health conditions that put them at increased risk.

Harvard Park will continue to work with and support early years educators and children's social workers in protecting our vulnerable children. This includes working with outside agencies such as: Children's Services and the Early Years team for monitoring looked-after and previously looked-after children. The lead person for this is: Poonam Randhawa at Pre School and Carol Mayell at Day Nursery.

In circumstances where a parent does not want to bring their child to an educational provision, and their child is considered vulnerable, Harvard Park or any other professional involved with the family will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, Harvard Park or any other professional involved with the family will talk through these anxieties with the parent/carer following the advice set out by Public Health England. Parents will be signposted to the DfE Helpline if necessary.

Attendance monitoring

- All children for whom on-site provision is being provided should be recorded in line with our attendance procedures. Please refer to the attendance policy.
- We follow the [SCV/ Vulnerable Attendance Flowchart](#).
- We follow government guidance on shielding for children who are deemed as clinically extremely vulnerable.
- Harvard Park and social workers will agree with parents/carers whether children in need should be attending – Harvard Park will then follow up on any children that they were expecting to attend, who does not.
- Harvard Park will also follow up with any parent or carer who has confirmed their child's attendance and subsequently do not attend. Phone calls will be made to the parents/carers in these circumstances.
- To support the above, Harvard Park will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.
- In all circumstances where a vulnerable child does not take up their place at nursery, or discontinues, Harvard Park will notify their social worker or any other professional involved with the family.

Supporting children who are not attending

Harvard Park is committed to ensuring the safety and wellbeing of all its Children. Where the Designated lead has identified a child to be on the edge of social care support, we will ensure that a robust communication record plan is in place for that child. The communication record plan will include all contact with the parent/ child; phone contact, door-step visits (if applicable and safe), and other individualised contact methods.

Harvard Park and its Designated lead will work closely with their line manager to maximise the effectiveness of any communication plan. This plan will be reviewed regularly and where concerns arise, the Designated lead will consider any referrals as appropriate.

Harvard Park recognises that early years providers are a protective factor for children, and the current circumstances, can affect the emotional wellbeing and mental health of children and their parents/carers.

Further guidance

- Working Together to Safeguard Children
- What to do if you're Worried a Child is Being Abused (HMG, 2015)
- Framework for the Assessment of Children in Need and their Families (DoH 2000)
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users (ACMD, 2003)
- Information Sharing: Advice for Early years educator providing Safeguarding Services (DfE 2018)
- Disclosure and Barring Service: www.gov.uk/disclosure-barring-service-check
- Revised Prevent Duty Guidance for England and Wales (HMG, 2015)
- Inspecting Safeguarding in Early Years, Education and Skills Provisions

Amended by Poonam Randhawa – 13/11/2024.

17. Child Protection Procedure

- ☒ Remain Calm
- ☒ Listen and Observe
- ☒ The child will not be cross examined
- ☒ Record all the information on the Child Protection Sheet
- ☒ Keep all information confidential
- ☒ Report immediately **or** monitor the child throughout the day
- ☒ Seek medical advice if necessary
- ☒ Contact LADO/ Social Services Local Authorities and parents if appropriate to do so
- ☒ Ensure all records are legible, clear, concise and completed fully, including dates, times and signatures

Access to personal records (regarding child protection):-

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

- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to the provision director or manager.
- The provision's director or manager prepares the file for viewing.
- All third parties are written to, stating that a request for disclosure has been received and asking for their permission to disclose to the person requesting it. Copies of these letters are retained on the file.
- 'Third Parties' include all family members who may be referred to in the records.

- It also includes workers from any other agency, including social services, the health authority, etc. It is usual for agencies to refuse consent to disclose, preferring the individual to go directly to them.
- The provision director or manager goes through the file and removes any information which the third party has refused consent to disclose. This is best done with a thick black marker, to score through every reference to the third party and information they have added to the file.
- What remains is the information recorded by the provision, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- The 'clean copy' is photocopied for the parents who are then invited in to discuss the contents. The file should never be given straight over, but should be gone through by the provision director or manager, so that it can be explained.
- Legal advice may be sought before sharing a file, especially where the parent has possible grounds for litigation against the provision or another (third party) agency.

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

18. Looked after children

Policy statement

Early years provisions are committed to providing quality provision based on equality of opportunity for all children and their families. All early years educators are committed to doing all they can to enable 'looked after' children in their care to achieve and reach their full potential.

Definition of 'Looked after Children' (LAC): *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 (a voluntary care arrangement). Most LAC 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).*

We recognise that children who are being looked after have often experienced traumatic situations; physical, emotional or sexual abuse, neglect or domestic violence. However, we also recognise that not all looked after children have experienced abuse and that there are a range of reasons for children to be taken in to the care of the local authority. Whatever the reason, a child's separation from their home and family signifies a disruption in their lives that has impact on their emotional well-being.

Most local authorities do not place children under five with foster carers who work outside the home; however, there are instances when this does occur or where the child has been placed with another family member who works. Harvard Park maintains that it not appropriate for a looked after child who is under two years to be placed in a day care provision in addition to a foster placement.

In our provision, we place emphasis on promoting children's right to be strong, resilient and listened to. Our policy and practice guidelines for looked after children are based on these two important concepts, attachment and resilience. The basis of this is to promote secure attachments in children's lives as the basis for resilience. These aspects of well-being underpin the child's responsiveness to learning and are the basis in developing positive dispositions for learning. For young children to get the most out of educational opportunities they need to be settled enough with their carer to be able to cope with further separation, a new environment and new expectations made upon them.

Principles

The term 'looked after child' denotes a child's current legal status; this term is never used to categorise a child as standing out from others. We do not refer to such a child using acronyms such as LAC.

- We do not normally offer placements for babies and children under two years who are in care. We offer instead other services to enable a child to play and engage with other children while their carer stays with them.
- We offer places for funded and/or non-funded two-year-old children in exceptional circumstances who are in care to ensure they receive their entitlement to early learning. In such cases, the child should have been with the foster carer for at least two months and show signs of having formed a secure attachment to the carer and where the placement in the provision will last a minimum of three months.
- We offer places for funded two/three and four-year-olds that are in care to ensure they receive their entitlement to early education. We expect that a child will have been with a foster carer for a minimum of one month and has formed a secure attachment to the carer. We expect that the placement in the provision will last a minimum of six weeks.
- We will always offer 'stay and play' provision for a child who is two to five years old who is still settling with their foster carer, or who is only temporarily being looked after.
- Where a child who normally attends our provision is taken into care and is cared for by a local foster carer, we will continue to offer the placement for the child.

Procedures

- The designated person for looked after children is the designated safeguarding lead.
- Every child is allocated a key person before they start and this is no different for a looked after child. The DSL ensures the key person has the information, support and training necessary to meet the looked after child's needs
- The DSL and the key person liaise with agencies, professionals and early years educators involved with the child and their family and ensures appropriate information is gained and shared.
- The provision 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 provision 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 and the child's

learning needs. This plan is reviewed after two weeks, six weeks and three months. 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(s) and identity – how this is to be supported;
 - the child's need for sociability and friendship;
 - the child's interests and abilities and possible learning journey pathway; 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 keeping in line with UK - GDPR;
 - what contact the child has with their birth parent(s) and what arrangements will be in place for supervised contact. If this is to be at the provision, when, where and what form the contact will take will be discussed and agreed;
 - what written reporting is required;
 - wherever possible, and where the plan is for the child's return home, the birth parent(s) should be involved in planning; and
 - with the social worker's agreement, and as part of the plan, the birth parent(s) should be involved in the provision's activities that include parents, such as outings, fun-days etc. alongside the foster carer.
- The settling-in process for the child is agreed. It should be the same as for any other child, with the foster carer taking the place of the parent, unless otherwise agreed. It is even more important that the 'proximity' stage is followed until it is visible that the child has formed a relationship with their key person and is sufficient to act as a 'secure base' to allow the gradual separation from the foster carer. This process may take longer in some cases, so time needs to be allowed for it to take place without causing further 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 form a picture of the whole child in relation to the EYFS 7 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 care worker according to the provision'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 DSL 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.

Further guidance

- Guidance on the Education of Children and Young People in Public Care (DFE 2000)
- Who Does What: How Social Workers and Carers can Support the Education of Looked After Children (DFE 2005)
- Supporting Looked After Learners - A Practical Guide for School Governors (DFE 2006)

Private Fostering

Parents have often made arrangements for their children to be cared for by other people for temporary periods of time. For example, young people and their parents may need a breathing space apart; children may come from abroad for their education or children may have been sent to the UK out of fear for their safety in their country of origin.

These arrangements may be called Private Fostering. The children are not in the care of the local authority but live with families by a private arrangement between their parents and their carers.

Regulations for Private Fostering

The local authority has a duty to ensure that children who are privately fostered are being properly cared for. This is done by social workers assessing and monitoring the homes where the children are living, until the children reach the age of 16 or move back to live with their parents.

What should you do if you suspect a child is privately fostered?

If we know of, or suspect a child living in Hounslow is being privately fostered, we will call Hounslow Children's Services Front Door (HCSFD) on: **020 8583 6600** or Fostering Duty on **020 8583 3426**. By doing so we are ensuring that the privately fostered child will be visited by a social worker to ensure that they are safe and well cared for. The private foster carer will also be offered practical and financial advice and support.

19. SEND/ inclusion Policy - Supporting children with Special Education Needs and Disabilities

Special educational needs and disability (SEND) – Children and Families Act 2014

The children and families Act 2014 has placed a requirement on local authorities to publish information on services and provision across education, health, social care and transport for child and young people (aged 0-25 years) with special and educational needs. This is called the Local offer - [Hounslow Local Offer](#). The purpose of this is to make it possible for parents, carers and young people to find services, in their area, that are available for children or young people with SEND and how they are able to access them. This process extends to early years provisions like Harvard Park and the information below forms our provisions offer and demonstrates how we provide for children with special educational needs and disabilities.

Our Named Person/s for SENCO are:

Harvard Park Day Nursery (Feltham)	Harvard Park Pre-school (Isleworth)
Carol Mayell supported in this role by Nicki Saunders and Tracey Milstead	Poonam Randhawa supported in this role by Jeanna Smith and Tracey Milstead

They help us:-

- To identify children with SEND and support their keyperson or inclusion support worker with strategies to help them further their child's development.
- With planning and approaches to help work with and support children with SEND.
- Support early years educators and parents in meetings that maybe held within the provision or with outside agencies.
- Fill out and keep up to date with the appropriate paperwork so that the correct measures are put in place to help a child reach their full potential.

Our SENCO's at our provisions have all completed relevant training and regularly maintain their knowledge with refresher courses which outline issues relating to inclusion and SEND. They will all work together to implement and agree on the SEND/ inclusion policy. SENCO's will liaise with other professionals and agencies to ensure appropriate records are kept, updating them with any changes or developments.

Policy Statement

We provide an environment in which all children, including those with special education needs and disabilities, are supported to reach their full potential. We know and understand the importance of early intervention and are committed to the early identification of children with special educational needs and disabilities following the procedures which are further outlined in this policy. We work closely with our Early Years SEN Advisory Teacher. **This is Heidi Williams for both provisions**, to ensure that we are reaching our full potential in helping children in our care.

- We have regard for the DfE (Department of Education), DoH (Department of Health) and Special Educational Needs and Disabilities Code of Practice 0-25 years.
- We make sure our provision is inclusive to all children in our care.
- We provide early years educators to help support parents and children with special educational needs and disabilities. Where needed, we will source an inclusion support worker to help support both children and parents.
- We comply by the Statutory Framework for Early Years Foundation Stage (EYFS) and understand that all children have the right to fully access Early Years Education through the EYFS.
- We identify the specific needs of children with SEN/disabilities and meet those needs through a range of SEN strategies, committing to the early identification of children with special education needs and disabilities.
- We work in partnership with parents and other agencies in meeting individual children's needs and comply with the Equality Act (2010).
- We follow the London Borough of Hounslow arrangements by requesting involvement from our Early Years SEN Advisory Teacher at an early stage for advice and support.
- Outside professionals are not contacted without parental permission and we ensure that our inclusive admissions practice ensures equality of access and opportunity.

Procedures

- **Inclusion arrangements:** We ensure that the provision for children with SEND is the responsibility of all members of the provision.
- **Admissions:**
 - Our admission form contains questions specifically aimed at special educational needs and disabilities so that additional support or needs are identified as soon as possible.
 - We guarantee that our inclusive admissions practice embraces equality of access and opportunity.

- Parents/Carers are encouraged and invited to approach the SENCO for more information or additional support in meeting their child's needs outside of the provision.
- For those children with more complex needs (medical and/ or physical) a risk assessment and/or care plan, additional training for staff, and the purchasing of specialist equipment maybe required before the child is able to start at the provision.
- o **Access for adults and children with disabilities:** We ensure that our physical environment is suitable for both children and adults with disabilities, as far as possible.
- o **Curriculum, Resources and Learning environment:** We provide a differentiated, broad and balanced curriculum for all children with SEN/disabilities to meet their individual needs and abilities.
- o **Monitoring the policy:** We provide resources (human and financial) to implement our SEND and Inclusion Policy. Nicki Saunders and Tracey Milstead, the directors and SENCO for both provisions, are responsible for monitoring and reviewing the policy and if necessary, make adjustments.
- o **Confidentiality:** We ensure the privacy of children with SEN/disabilities when intimate care is being provided. Please see our *Promoting Health and hygiene policy* for more information.

Parent Partnership:

- o We work closely with parents of children with SEN/disabilities to create and maintain a positive partnership.
- o We ensure that parents are informed and included in all stages of the assessment, planning, providing and review of their children's education.
- o We provide parents with information on The Local Offer. The Local Offer is a guide to services available for children and young people aged 0 -25 years and their families with Special Educational Need and Disabilities (SEND). We support parents in finding this information through a poster displayed on our SEND Information board at both provisions and supporting parents with the webpage if needed. We also have our SEND statement on our Family Services Directory (FSD) page.

SEND support:

- o We use a system of planning, implementing, monitoring, evaluating and reviewing Target Plans (TP) for children with SEN/disabilities and track their progress and priorities.
- o We use a system for keeping records of the assessment, planning, provision and review for children with SEN/disabilities including a SEN register.

- We can access additional funding such as Disability Access Fund (DAF) and SEND Inclusion Funding to support a child while they are with Harvard Park. This funding allows us to support the child where they need it most.

Hounslow Arrangements: We seek advice from our Early Years SEN Advisory Teacher to discuss whether referral is appropriate.

Staffing and training:

- We provide in-service training for early years educators and volunteers.
- We raise awareness of any specialism the provision has to offer, e.g., Makaton trained staff.

Links with support services and other agencies:

- We ensure the effectiveness of our SEN/disability provision by collecting information from a range of sources e.g., Target Plans, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We work with and alongside the advice from outside agencies and professionals such as Speech and Language (SLT), Occupational Therapy (OT), Child development Clinic (CDC), Early Years SEN Advisory Team, Health Visitors and Physiotherapy.

We display all information relating to Information, Advice and Support Services (SEND IASS) on our SEND Information boards located at both provisions.

Independent Parental Special Education Advice www.ipsea.org.uk/ .

Family SEN Advice Service: 0808 808 3555

This is for parents and/or guardians to access impartial advice, ways in which we access support and how we and parents can find this information. This is linked to the Hounslow Local Offer which is noted in the Parents and Partnership section of this policy.

Complaint's procedure: We provide a complaints procedure - If we cannot meet the child's needs, we will have a discussion with the parents and request support from outside agencies (**NO** outside professionals will be contacted without parent's permission).

The graduated response as outlined in the SEND Code of Practice 0-25 years (2014)

At Harvard Park we use the graduate response approach when identifying, assessing and responding to children's special educational needs and disabilities. We use a continuous cycle of assess, plan, do and review which is detailed and used frequently to monitor a child's

progress. We undertake 2-year-old progress checks which supplies parents/carers a short summary of their child's development.

Assess

- Key persons use their initial and continuous observations/assessments, information from external resources and/or parental concern to support early identification.
- We check each child's progress and monitor any child who seems to be having difficulties in any area of learning including problems with behaviour; producing cohort information of the prime areas of development.
- We then use on-going observational assessments linked to the Early Years Development Matters and Birth to 5 Matters to support early identification of needs. We record each child's progress and share it with parents and carers on a regular basis through discussions and on our EyLog system.
- The early years educator / key person is to work with the SENCO and a child's parents to bring together all the information and analyse the child's needs.
- If a child needs something additional to or different from our usual early years curriculum, we discuss this with the parent or carer (and if possible, with the child) and together prepare an individual target plan (TP) which shows clear targets for the child. We review this plan regularly with the parent and carers.
- If a child is still having difficulties and their needs are not being met within the provision, we will request further support and advice from the local authorities support professionals i.e. Early Years SEN Advisory Team Intervention Team.

Plan

- The SENCO will liaise with external professionals, child's parents/carers and child, if appropriate, to arrange a meeting within the provision to discuss next step with the keyperson. They will discuss desired outcomes, interventions and support that will be put in place, expected impact on progress / development or behaviour and date which suits all for a review.
- The above will put together a Target Plan (TP) which will outline clear targets for both keyperson and parents/carers to work towards.
- Inclusion funding may be granted by Hounslow Local Authority for a child identifies with SEND. Inclusion funding would be used to provide an additional adult known as an Inclusion Support Worker and resources to support the child. Where necessary, these will more often than not become keyperson as well.

Do

- Keyperson/Inclusion worker will be responsible for working on child's TP and working with them on a sessional basis. They are also responsible for providing all forms of evidence such as learning journals and target monitoring sheets.
- Our SENCO will support the carrying out of the TP and advise on its effectiveness. They will also assist in implementing targets set but other outside agencies such as Speech and Language.

Review

- The SENCO will organise and review meetings with external professionals with parents/carers/keyperson and/or inclusion support worker to monitor progress.
- Parents/Carers will be provided with clear information about the impact of the support that has been given and will be involved in planning the next steps.
- This action or review of progress will be conducted every 6-12 weeks, sooner if needs be. Parents are encouraged to be involved in every meeting that is held and we like them to provide their insight to the planning and assessments.

Requesting an EHC needs assessment:

- If a child is not making expected progress, we will discuss requesting an EHC needs assessment in consultation with the parents/carers and outside professionals.
- The Local Authority (LA) considers the need for an EHC needs assessment via an EHC Panel, and if appropriate a multi-disciplinary assessment will be made.
- Where the Local Authority decides to carry out an EHC needs assessment it will seek information from us about the child's needs.
- Education, Health and Care plans will be reviewed at least every 3 – 6 months to make sure provision continues to be appropriate.

EHCP (Educational Health Care Plan): EHC Plans will be reviewed at least every three to six months to ensure that provision continues to be appropriate.

Transition Policy to nursery / reception / new provision

- Supporting the transition of a child with additional needs from the current placement to a new placement is an important part of the work of the provision SENCO.
- A Successful transition for a child with additional needs means that they can be appropriately supported immediately upon starting at their new provision/school and will enable them to continue learning as effectively as possible.
- A transition profile will be completed and sent to the next placement along with any relevant documentation.

- Agreement to share information with the next placement is discussed and obtained with parents/carers.
- We liaise with the child's next placement and invite them to visit our provision to familiarise themselves with, and observe the child and to share information in partnership with the parents.

Please read the transition policy to refer to transitions between rooms within the provision.

A Helpful Environment: - access for disabled adults and children

- Day Nursery: - We have a disabled toilet, there are no stairs or steps within the premises at all and there is under floor heating.
- Pre-School: - There are no stairs or steps within the premises at all. There is a disabled toilet accessible in Smallberry Green School.
- We are more than happy to rearrange the provisions set up to accommodate the needs of the child/staff with SEN/disabilities in accordance with the Disability Discrimination Act (2010).

A Helpful Environment: - Building positive relationships

- We will provide a quiet area or room if personal matters need to be discussed. All meetings will be, except daily feedback with keyperson, will be held in a private room.
- We will provide parents/carers with information on sources of independent advice and support such as <http://www.foundationyears.org.uk/> for a toolkit explaining and outlining stages of SEND in early years.
- We abide by the United Kingdom Data Protection Act (2018) to ensure all records and relevant information is kept safe and confidential and we are registered with ICO.
- We will always discuss any possible referrals to other services with parents/carers to seek their consent before any other steps are taken.

A Helpful Environment: - Staffing and Training

- We have experience with a multitude of special educational needs and disabilities including; global delay, speech and language, behaviour problems, Autism, Down's syndrome and physical disabilities such as cerebral palsy.
- We currently have staff trained in Positive interaction, PALS, forest school, Let's talk together, Makaton, bucket time, visual timetables, PEC's and rolling groups. All of these can be used as strategies and approaches in identifying or support children with SEN and disabilities.

Extracts taken from:

- Policies for Early Years Settings Pre School Alliance

Further guidance:

- Special Educational Needs & Disability (SEND) Code of Practice 0 – 25 years (DfE & DoH 2015))
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Equality Act (2010)
- Early Years Foundation Stage Statutory Framework
- Working Together to Safeguard Children

Other useful Pre-school Learning Alliance publications:

- SEND Code of Practice for the Early Years
- The Role of the Early Years Special Educational Needs Co-ordinator (SENCO) (2022)

Amended by Poonam Randhawa – 13/11/2024.

20. Uncollected Child - Safeguarding Children

Policy statement

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

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

Procedures

Parents/carers of children starting at the provision are asked to provide the following specific information which is recorded on our Registration Form:

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

Day Nursery – 0208 890 3715

Pre-School – 07984 25 8580

If a child is not collected at the expected collection time, we follow the procedures below:

- The child's file is checked for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work.
- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the provision - and whose telephone numbers are recorded on the Registration Form - are contacted.
- All reasonable attempts are made to contact the parents or nominated carers.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- If no-one collects the child after 60 minutes and there is no named person who can be contacted to collect the child, we apply the procedures for uncollected children.
- If the children's social care team is unavailable, we will contact the local police.
- Our Contact for **Hounslow Children's Services Front door: 0208 583 6600**
- The child stays at the provision in the care of two fully-vetted workers until the child is safely collected either by the parents or by a social care worker.
- Social Care will aim to find the parent or relative if they are unable to do so, the child will become looked after by the local authority.
- Under no circumstances will we go to look for the parent, nor leave the setting premises with the child.
- We do all we can to ensure that the child is not anxious and we do not discuss our concerns inform of them.
- A full written report of the incident is recorded in the child's file.
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.
- Ofsted may be informed: **03000 123 1231**

Procedures for parents thought to be under the influence of drugs or alcohol

Should a parent/carer picking up a child from Harvard Park present themselves as being under the influence of drugs or alcohol the following procedures will be taken.

- Should any parent/carer be under the influence of drugs or alcohol, we will ask that someone comes with the parent/carer to take responsibility of the child before a member of staff gives up their responsibility of the child.
- Should this not happen, although we have no legal right to withhold a child from parent/carer, we however reserve the right to contact any relevant authorities that we may feel appropriate, i.e. police, partner, etc.

21. Missing Child

Policy statement

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

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing, the child's key person alerts our provision manager.
- The register is checked to make sure no other child has also gone astray.
- Our manager will carry out a thorough search of the building and garden.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, our manager calls the police immediately and reports the child as missing. If it is suspected that the child may have been abducted, the police are informed of this.
- The parent(s) are then called and informed.
- A recent photo and a note of what the child is wearing is given to the police.
- Our manager talks to our staff to find out when and where the child was last seen and records this.
- Our manager contacts our registered provider and reports the incident. Our registered provider comes to the provision immediately to carry out an investigation, with our management team.

Child going missing on an outing

This describes what to do when our staff have taken a small group on an outing, leaving our manager and/or other staff back in our provision premises. If our manager has accompanied children on the outing, the procedures are adjusted accordingly. What to do when a child goes missing from a whole group outing may be a little different, as parents usually attend and are responsible for their own child.

- As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated carer and carry out a headcount to ensure that no other child has gone astray.

- One staff member searches the immediate vicinity, but does not search beyond that.
- Our senior staff member on the outing contacts the police and reports that child as missing.
- Our manager is contacted immediately (if not on the outing) and the incident is recorded.
- Our manager contacts the parent(s).
- Our staff take the remaining children back to the provision as soon as possible.
- According to the advice of the police, a senior member of staff, or our manager where applicable, should remain at the site where the child went missing and wait for the police to arrive.
- A recent photo and a description of what the child is wearing is given to the police.
- Our manager contacts our registered provider and reports the incident. Our registered provider comes to our premises immediately to carry out an investigation, with our management team.
- Our staff keep calm and do not let the other children become anxious or worried.

The investigation

- Ofsted are informed as soon as possible and kept up-to-date with the investigation.
- Our registered provider, carries out a full investigation, taking written statements from all our staff and volunteers who were present.
- Our manager, together with registered provider speaks with the parent(s) and explains the process of the investigation.
- The parent(s) may also raise a complaint with us or Ofsted.
- Each member of staff present writes an incident report detailing:
 - The date and time of the incident.
 - Where the child went missing from e.g. the provision or an outing venue.
 - Which staff/children were in the premises/on the outing and the name of the staff member who was designated as responsible for the missing child.
 - When the child was last seen in the premises/or on the outing, including the time it is estimated that the child went missing.
 - What has taken place in the premises or on the outing since the child went missing.
 - The report is counter-signed by the senior member of staff and the date and time added.
- A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all our staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff and parents. Children's social care may be involved if it seems likely that there is a child protection issue to address.
- In the event of disciplinary action needing to be taken, Ofsted are advised.

- The insurance provider is informed.

Managing people

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

Dealing with the media

Dealing with the media, whether the press, television or radio, requires specific skills and expertise. The only employees who can deal with the media are those specifically authorised to do so.

- We will seek legal advice on how to handle social media requests and refer to the following guidance- [Handling media attention after a major incident - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/handling-media-attention-after-a-major-incident).
- Only the following persons are authorised to deal with the media – **Nicki Saunders and Tracey Milstead** – the directors.

- Except the individuals identified above, employees are not authorised to deal with the media and should ensure that:
 - they do not speak, write or give interviews to the media
 - they do not bring the nursery into disrepute by publicising material which is confidential or against the interests of the nursery or its employees and families
 - if approached by the media, they immediately refer all enquiries to the appropriate person without answering questions.

22. Notification to Ofsted by Providers

Early Years Providers must notify Ofsted of:

Registered providers must provide Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegation relates to harm or abuse committed on the premises or elsewhere)

Registered providers must notify Ofsted of the action taken in respect of the allegations

A provider must inform Ofsted of any significant event which likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. The disqualification of an employee could be an instance of a significant event.

The provider must give the following information about themselves or about any persons who live in the same household:

- Details of any order, determination, conviction or any other grounds for disqualification from the registration under the regulations made under section 75 of the Children's Act 2006.
- The date of order, determination, or conviction or the date when the other ground of disqualification arose.
- The body of the court that made the order, determination or conviction and the sentence (if any) imposed and
- A certified copy of the relevant order (in relation to an order or conviction)

Registered providers must inform Ofsted of any food poisoning affecting 2 or more children cared for on the premises

Registered providers must provide Ofsted of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken.

All registered Early Years providers must notify Ofsted of:

- Any change in address of premises; to the premises which may affect the space available to children and the quality of childcare available to them; in the name or address of the provider, or the providers other contact information: to the person who is managing the Early Years Provision;
- Any proposal to change the hours during which childcare is providing; or to provide overnight care;

- Any significant event which is likely to affect the suitability of the Early Years Provider or any person who cares for, or is in regular contact with children on the premises to look after children;
- Where the early years provision is provided by the company, any changes in name, registration number of the company;
- Where the early years provision is provided by a charity any change in name or registration number of the charity;
- Where the childcare is provided by a partnership, body corporate or unincorporated association, any change to the "nominated individual" and
- Where the childcare is provided by a partnership, body corporate or unincorporated association whose sole or main purpose is in the provision of childcare, any change to the individuals who are partners in, or a director, secretary or other officers or members of its governing body.
- If there is a change in manager, providers must notify Ofsted that a new manager has been appointed. Where it is reasonably practicable to do so, notification must be made as soon as is reasonably practicable, but always within 14 days.

Where it is reasonably practicable to do so, notifications must be made in advance. In other cases, notifications must be made as soon as it is reasonably practicable, but always within 14 days. A registered provider who, without reasonable excuse fails to comply with these requirements commits an offence.

23. Making A Complaint – Complaints Policy and Procedure

Policy Statement

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

Procedures: *Making a complaint*

Our setting is required to keep a written record of any complaints that reach stage two and above, and their outcome. This is to be made available to parents, as well as to Ofsted inspectors on request.

Stage 1

- Any parent who has a concern about an aspect of our setting's provision talks over their concerns with our manager and/or directors first of all.
- Most complaints should be resolved amicably and informally at this stage.
- We record the issue, and how it was resolved, in the child's file.

Stage 2

- If this does not have a satisfactory outcome, or if the problem recurs, the parent moves to this stage of the procedure by putting the concerns or complaint in writing.
- For parents who are not comfortable with making written complaints, there is a template form for recording complaints in the Complaint Investigation Record; the form may be completed by our manager and/or directors and signed by the parent.
- Our setting stores all information relating to written complaints from parents in the child's personal file. However, if the complaint involves a detailed investigation, our manager and/or directors may wish to store all information relating to the investigation in a separate file designated for this complaint.

- When the investigation into the complaint is completed, our manager meets with the parent to discuss the outcome.
- We inform parents of the outcome of the investigation within 28 days of making the complaint.
- When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record, which is made available to Ofsted on request.

Stage 3

- If the parent is not satisfied with the outcome of the investigation, they request a meeting with our manager and/or directors and the registered provider. The parent may have a friend or partner present if they prefer.
- An agreed written record of the discussion is made, as well as any decision or action to take as a result. All of the parties present at the meeting sign the record and receive a copy of it.
- This signed record signifies that the procedure has concluded. When the complaint is resolved at this stage, we log the summative points in our Complaint Investigation Record.

Stage 4

- If at the stage three meeting the parent cannot reach agreement with us, we invite an external mediator to help to settle the complaint. This person should be acceptable to both parties, listen to both sides and offer advice. A mediator has no legal powers, but can help us to define the problem, review the action so far and suggest further ways in which it might be resolved.
- The mediator keeps all discussions confidential. They can hold separate meetings with our early years educators and the parent, if this is decided to be helpful. The mediator keeps an agreed written record of any meetings that are held and of any advice they give.

Stage 5

- When the mediator has concluded their investigations, a final meeting between the parent and our manager and/or directors and registered provider is held. The purpose of this meeting is to reach a decision on the action to be taken to deal with the complaint.

The mediator's advice is used to reach this conclusion. The mediator is present at the meeting if all parties think this will help a decision to be reached.

- A record of this meeting, including the decision on the action to be taken, is made. Everyone present at the meeting, signs the record and receives a copy of it. This signed record signifies that the procedure has concluded.

The role of the Office for Standards in Education, Children's Services and Skills (Ofsted) and the Local Safeguarding Partners and the Information Commissioner's Office.

- Parents may approach Ofsted directly at any stage of this complaints' procedure. In addition, where there seems to be a possible breach of the setting's registration requirements, it is essential to involve Ofsted as the registering and inspection body with a duty to ensure the Safeguarding and Welfare Requirements of the Early Years Foundation Stage are adhered to.
- Parents can complain to Ofsted by telephone, in writing or by completing the online form:

Ofsted National Business Unit, Piccadilly Gate, Store Street, Manchester M1 2WD

Tel: 0300 123 4666

- These details are displayed on our setting's notice board.
- If a child appears to be at risk, we follow the procedures of the Hounslow Safeguarding Children Partnership.
- The Information Commissioner's Office (ICO) can be contacted if you have made a complaint about the way your data is being handled and remain dissatisfied after raising your concern with us. For further information about how we handle your data, please refer to the Privacy Notice in this policy pack. The ICO can be contacted at:

Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or [Information Commissioner's Office \(ICO\)](#)

Records

- A record of complaints in relation to our setting, or the children or the adults working in our setting, is kept for at least three years; including the date, the circumstances of the complaint and how the complaint was managed.
- The outcome of all complaints is recorded in our Complaint Investigation Record, which is available for parents and Ofsted inspectors to view on request.

24. Whistleblowing

Policy Statement

It is important to the provision that any fraud, misconduct or wrongdoing by employees or people engaged in the provision's business, is reported and properly dealt with. The provision therefore encourages all individuals to raise any concerns that they may have about the conduct of others in the provision or the way in which the provision is run.

The provision recognises that effective and honest communication is essential if malpractice is to be effectively dealt with and the provision's success ensured.

Whistleblowing relates to all those who work with or within the provision who may from time to time think that they need to raise with someone in confidence certain issues relating to the provision.

Whistleblowing is separate from the grievance procedure. If you have a complaint about your own personal circumstances, you should use the normal grievance procedure. If you have a concern about malpractice within the provision, then you should use the procedure outlined below.

Procedure

- o Report any concerns of misconduct to management – these include breach of policy.
- o If the concern is regarding a form of the management, you should contact LADO and/or Ofsted if a child is at risk from harm.
- o If the concern is regarding a form of management but poses no risk of harm, follow the flow chart which can be found in the staff room at Day Nursery and the kitchen at Pre-School.
- o All employees and those involved with the provision should be aware of the importance of preventing and eliminating wrongdoing within the organisation. You should be watchful for illegal, inappropriate or unethical conduct and report anything of that nature that you become aware of following the flow chart which can be found in the staff room at Day Nursery and the kitchen at Pre-School.
- o Any matter you raise under this procedure will be investigated thoroughly, promptly and confidentially, and the outcome of the investigation will be reported back to you.
- o You will not be victimised for raising a matter under this procedure. This means that your continued employment and opportunities for future promotion or training will not be prejudiced because you have raised a legitimate concern.
- o Victimisation of an individual for raising a qualified disclosure will be a disciplinary offence.

- o If misconduct is discovered as a result of any investigation under this procedure the provision's disciplinary procedure will be used, in addition to any appropriate external measures.
- o If you make a maliciously, vexatious or a false allegation then this will be considered to be a disciplinary offence and disciplinary action will be taken against you.
- o an instruction to cover up wrongdoing is itself a disciplinary offence. If you are told not to raise or pursue any concern, even by a person in authority such as a manager, you should not agree to remain silent. In this event you should report the matter to Ofsted.

You can contact LADO on: **0208 583 3423 / 0208 583 4933**

You can contact Ofsted's hotline in three ways.

- o Call us on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).
- o Email us at whistleblowing@ofsted.gov.uk.
- o Write to us at:

The Chief Inspector

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

Amended by Poonam Randhawa – 13/11/2024.

25. Confidentiality and Client access to records Policy

Policy Statement

'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG 2018)

In our provision, staff and managers can be said to have a 'confidential relationship' with families. It is our intention to respect the privacy of children and their parents and carers, while ensuring that they access high quality early years care and education in our provision. We aim to ensure that all parents and carers can share their information in the confidence that it will only be used to enhance the welfare of their children. We have record keeping systems in place that meet legal requirements; the means that We use to store and share that information takes place within the framework of the United Kingdom General Data Protection Regulation (UK-GDPR) and the Human Rights Act (1998).

Confidentiality procedures

- Most things that happen between the family, the child and the provision are confidential to our provision. In exceptional circumstances information is shared, for example with other professionals or possibly social care or the police without obtained consent.
- Information shared with other agencies is done in line with our Information Sharing Policy and our Privacy notice.
- We always check whether parents regard the information they share with us to be confidential or not.
- Some parents may share information about themselves with other parents as well as with our staff we cannot be held responsible if information is shared by those parents whom the person has 'confided' in.
- Information shared between parents in a discussion or training group is usually bound by a shared agreement that the information is confidential to the group and not discussed outside of it. We are not responsible should that confidentiality be breached by participants.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our Privacy Notice and Children's Records Policy) – for example with regard to any injuries, concerns or changes in relation to the child or the

family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.

- We keep all records securely (see our Children's Records Policy) and a PIA (Privacy Impact Assessment) is carried out to ensure all possible preventions are taken to prevent a data breach.
- Most information is kept in a manual file. However, our staff may use a computer to type reports, or letters. Where this is the case, the typed document is deleted from the PC and only the hard copy kept. We do not keep electronic records on children, other than the register and financial data.
- Where it is helpful to keep an electronic copy, we download it onto an external hard drive, labelled with the child's name and kept securely in a locked draw which only Managerial staff have access to. No documents are kept on the computer hard drives as the PC's do not have facilities for confidential user folders. All computers are however password protected as are data sensitive documents.
- Our staff discuss children's general progress and wellbeing together in meetings, but more sensitive information is restricted to our manager and/or directors and the child's key person – it is shared with other staff on a need-to-know basis.
- We do not discuss children with staff who are not involved in the child's care, or with other parents or anyone else outside of the provision.
- Our discussions with other professionals take place within a professional framework and not on an informal or ad-hoc basis.
- Where third parties share information about an individual with us; our early years educators and managers check if it is confidential, both in terms of the party sharing the information and of the person whom the information concerns.

Client access to records procedures

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

- The parent is the 'subject' of the file in the case where a child is too young to give 'informed consent' and has a right to see information that our provision has compiled on them.
- Any request to see the child's personal file by a parent or person with parental responsibility must be made in writing to provision manager or director. This can be done by filling in the provision's Subject Access Request Form. This outlines what it is they want to do with the information i.e. right to be informed, access, rectification, erasure, restrict processing, data portability or right to object.

- We acknowledge the request in writing, informing the parent that an arrangement will be made for them to see the file contents, subject to third party consent.
- Our written acknowledgement allows a full calendar month which can be extended up to a further 2 months.
- All Requests and acknowledgments are kept on record for legal purposes.
- A fee may be charged for repeated requests, or where a request requires excessive administration to fulfil.
- Our manager informs the directors and legal advice may be sought before sharing a file.
- Our director goes through the file with their provision manager and ensures that all documents have been filed correctly, that entries are in date order and that there are no missing pages. They note any information, entry or correspondence or other document which mentions a third party.
- We write to each of those individuals explaining that the subject has requested sight of the file, which contains a reference to them, stating what this is.
- They are asked to reply in writing to our manager giving or refusing consent for disclosure of that material.
- We keep copies of these letters and their replies on the child's file.
- 'Third parties' include each family member noted on the file; so, where there are separate entries pertaining to each parent, step parent, grandparent etc, we write to each of them to request third party consent.
- Third parties also include workers from any other agency, including children's social care and the health authority for example. Agencies will normally refuse consent to share information, preferring instead for the parent to be redirected to those agencies for a request to see their file held by that agency. Privacy statements from other agencies are available on request.
- Members of our staff should also be written to, but we reserve the right under the legislation to override a refusal for consent or to just delete the name of the staff member and not the information. We may grant refusal if the member of staff has provided information that could be considered 'sensitive' and the staff member may be in danger if that information is disclosed; or if that information is the basis of a police investigation. However, if the information is not sensitive, then it is not in our interest to withhold that information from a parent. In each case this should be discussed with members of staff and decisions recorded.
- When we have received all the consents/refusals our manager and/or directors take a photocopy of the complete file. On the copy of the file, our manager and/or directors remove any information that a third party has refused consent for us to disclose and blank out any references to the third party, and any information they have added to the file, using a thick marker pen.

- The copy file is then checked by the director/ manager and legal advisors to verify that the file has been prepared appropriately.
- What remains is the information recorded by the provision, detailing the work initiated and followed by them in relation to confidential matters. This is called the 'clean copy'.
- We photocopy the 'clean copy' again and collate it for the parent to see.
- Our manager and/or directors inform the parent that the file is now ready and invite[s] them to make an appointment to view it.
- Our director and Manager meet with the parent to go through the file, explaining the process as well as what the content of the file records about the child and the work that has been done. Only the person(s) with parental responsibility can attend that meeting, or the parent's legal representative or interpreter.
- The parent may take a copy of the prepared file away; but, to ensure it is properly explained to and understood by the parent, we never hand it over without discussion.
- It is an offence to remove material that is controversial or to rewrite records to make them more acceptable. Our recording procedures and guidelines ensure that the material reflects an accurate and non-judgemental account of the work we have done with the family.
- If a parent feels aggrieved about any entry in the file, or the resulting outcome, then we refer the parent to our complaints procedure.
- The law requires that the information we hold must be accurate. If a parent says that the information, we hold is inaccurate, then the parent has a right to request for it to be changed. However, this only pertains to factual inaccuracies. Where the disputed entry is a matter of opinion, professional judgement, or represents a different view of the matter than that held by the parent, we retain the right not to change that entry, but we can record the parent's view of the matter. In most cases, we would have given a parent the opportunity at the time to state their side of the matter, and it would have been recorded there and then.
- If there are any controversial aspects of the content of a child's file, we must seek legal advice. This might be where there is a court case between parents, where social care or the police may be considering legal action, or where a case has already completed and an appeal process is underway.
- We never 'under-record' for fear of the parent seeing, nor do we make 'personal notes' elsewhere.

Telephone advice regarding general queries may be made to The Information Commissioner's Office Helpline **0303 123 1113**.

All the undertakings above are subject to the paramount commitment of our provision, which is to the safety and well-being of the child. Please see also our policy on Safeguarding Children and Child Protection.

26.Record Keeping - Provider records, Adults and Children

Policy Statement

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

- Records pertaining to our registration.
- Landlord/lease documents and other contractual documentation pertaining to amenities, services and goods.
- Financial records pertaining to income and expenditure.
- Risk assessments.
- Employment records of our staff including their name, home address and telephone number.
- Records of medication administrations, slip/trip/falls documentation, accident records
- Names, addresses and telephone numbers of anyone else who is regularly in unsupervised contact with the children.
- Other documentation where there may be a legal obligation to do so.

Our records are regarded as confidential on the basis of sensitivity of information, such as with regard to employment records and these are maintained with regard to the framework of the United Kingdom General Data Protection Regulation (UK-GDPR) and the Human Rights Act (1998).

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

We keep two kinds of records on children attending our provision;

1. *EyLog Online Learning Journals*

- These include observations of children in the provision in the form of written, photographic or video evidence, samples of their work, summary developmental reports and records of achievement.
- The Learning Journal is kept electronically on tablets which are stored in main office in locked draw and are accessed by staff on a daily basis to record development. Students/Volunteers do not have access to these. Parents are given the option to view their child's learning journal by downloading the EyLog application and will be sent a login link so they can contribute to the Learning Journal working in Partnership with the Keyperson. Parents are required to set up their own passwords on request from the login link email.

2. Personal Records:-

- These include registration and admission forms, signed consents, an ongoing record of relevant contact with parents, and observations by staff on any confidential matter involving the child, such as developmental concerns.
- We inform parents when we need to record confidential information beyond the general personal information we keep (see our record keeping procedures and privacy statement) - for example with regard to any injuries, concerns or changes in relation to the child or the family, any discussions with parents on sensitive matters, any records we are obliged to keep regarding action taken in respect of child protection and any contact and correspondence with external agencies in relation to their child.
- These confidential records are stored in a lockable file or cabinet and are kept secure by the person in charge in an office or other suitably safe place.
- Parents have access, in accordance with the access to records procedure, to the files and records of their own children but they do not have access to information about any other child. There is a waiting period of 40 days which enables the manager of the day to collate all relevant information to meet with the family.
- Early Years Educators will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Staff induction includes an awareness of the importance confidentiality in the role of the key person.
- Some parents sometimes share information about themselves with other parents as well as staff; the provision cannot be held responsible if information is shared beyond those parents whom the person has 'confided' in.

Other Records:-

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

Procedures

- All records are the responsibility of our management team who ensure they are kept securely.
- All our records are kept in an orderly way in files and filing is kept up-to-date.
- Our financial records are kept up-to-date for audit purposes.
- We maintain health and safety records; these include risk assessments, details of checks or inspections and guidance etc.
- Our Ofsted registration certificate is displayed.
- Our Public Liability insurance certificate is displayed.

- All our employment and staff records are kept securely and confidentially.
- Where we require retention of certificates in order to demonstrate 'safer recruitment' practice for the purpose of safeguarding audits, we are legally entitled to retain the certificate. This practice will need to be compliant with the Data Protection Act, Human Rights Act, United Kingdom General Data Protection Regulation (UK-GDPR), and incorporated within the individual organisation's policy on the correct handling and safekeeping of DBS certificate information.

We notify Ofsted of any:

- change in the address of our premises;
- change to our premises which may affect the space available to Harvard Park or the quality of childcare and early education we provide;
- change to the name and address of our registered provider
- change to the person managing our provision
- significant event which is likely to affect our suitability to look after children; or
- other event as detailed in the *Statutory Framework for the Early Years Foundation Stage*.

Records kept on Adults and Children

Records:-

In accordance with the Statutory Framework for Day Care, we keep records of:

Adults

- Name and addresses of all staff/students and volunteers on the premises, including temporary staff who work with the children or who have substantial access to them.
- Names and addresses of the owners or of all members of the management.
- All records relating to the staff's employment with the provision, including application forms, references, and results of checks undertaken etc.
- Registered numbers of qualified staff and certificates and DBS Disclosure numbers are kept.
- Performance records and records of achievements.
- Email addresses as a point of contact.

Children

- Names, addresses and telephone numbers of parents and adults authorised to collect children from the provision.
- Records of seeing copies of Birth Certificates are kept in contact folders (photocopies are not retained).
- The names and addresses along with the telephone numbers of emergency contacts in case of children's illness or accident.

- The allergies, dietary requirements and illnesses of all individual children.
- The times of attendance of children, staff, volunteers and visitors.
- Accidents, incidents and medicine administration records.
- Consents for outings, administration of medication, emergency treatment

Developmental records

- o These include observations of children in the provision, photographs, video clips and samples of their work and summary developmental reports.
- o These are electronic and the tablets are kept locked away at the end of the day and can be accessed, and contributed to, by staff, the child and the child's parents via a parental app.

Personal records

These may include the following (as applicable):

- o Personal details – including the child's registration form and any consent forms. The registration forms are regularly up dated during progress meeting by parents/carer and additional information added will be re-signed by parents.
- o Contractual matters – including a copy of the signed parent contract, the child's days and times of attendance, a record of the child's fees, any fee reminders or records of disputes about fees.
- o Child's development, health and well-being – including a summary only of the child's EYFS profile report, a record of discussions about every day matters about the child's development health and well-bring with the parent.
- o Early Support – including any additional focussed intervention provided by our provision (e.g. support for behaviour, language or development that needs an Individual Support Plan) and records of any meetings held.
- o Welfare and child protection concerns – including records of all welfare and protection concerns, and our resulting action, meetings and telephone conversations about the child, a Statement of Special Educational Need and any information regarding a Looked After Child.
- o Correspondence and Reports – including a copy of the child's 2-Year-Old Progress Check (as applicable), all letters and emails to and from other agencies and any confidential reports from other agencies.
- o These confidential records are stored in a lockable file or cabinet, which is always locked when not in use and which our director keeps secure in an office or other suitably safe place.

- We read any correspondence in relation to a child, note any actions and file it immediately
- We ensure that access to children's files is restricted to those authorised to see them and make entries in them, this being our manager, directors or designated person for child protection, the child's key person, or other staff as authorised by our manager and/or directors.
- We may be required to hand children's personal files to Ofsted as part of an inspection or investigation process; or to local authority staff conducting a S11 audit, as long as authorisation is seen. We ensure that children's personal files are not handed over to anyone else to look at.
- Parents have access, in accordance with our Client Access to Records Policy, to the files and records of their own children, but do not have access to information about any other child.
- Our staff will not discuss personal information given by parents with other members of staff, except where it affects planning for the child's needs. Our staff induction programme includes an awareness of the importance of confidentiality in the role of the key person.
- We retain children's records for 6 years after they have left the provision; except records that relate to an accident, SEND or child protection matter, which are kept until a child reaches the age of 25 years. These are kept in a secure place and are destroyed once the retention period has expired. We use Hounslow 'A Practical Guide to Record Keeping and Retention Periods' to refer to when considering the retention period of documents.

Archiving children's files

- When a child leaves our provision, we remove all paper documents from the child's personal file, scan them onto our systems and keep them on an external hard drive which is kept in a safe. The folder is labelled with the child's First and Surname along with the year the folder is to be permanently deleted.
- At the end of the academic year, folders are deleted and permanently deleted from the external hard drive. After the folder has been active for 6 years it is then deleted.
- If data is kept electronically, it is encrypted and stored as above.
- Where there are s.47 child protection investigations, we mark the envelope/folder with a star and archive it for 25 years.
- We store financial information according to our finance procedures.

Other records

- We keep a daily record of the names of the children we are caring for, their hours of attendance and the names of their key person.

- Students on recognised qualifications and training, when they are observing in the provision, are advised of our Confidentiality and Client Access to Records Policy and are required to respect it.

During an outbreak of serious illness of disease (such as Covid-19) there may be the need to keep additional records as part of outbreak management. A record is kept of individual cases of children/families who are self-isolating due to symptoms as per usual record-keeping procedures. In all cases the principles of data protection are maintained.

27. Information Sharing - Safeguarding children

'Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case.'

Information sharing: Advice for early years educator providing safeguarding services to children, young people, parents and carers (HMG 2018)

Policy statement

We recognise that parents have a right to know that the information they share with us will be regarded as confidential, as well as to be informed about the circumstances when, and the reasons why, we are obliged to share information.

We record and share information about children and their families (data subjects) in line with the six principles of the United Kingdom General Data Protection Regulation (UK-GDPR), which are further explained in Our Privacy Notice that is given to parents at the point of registration. The six principles state that personal data must be:

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

We are obliged to share confidential information without authorisation from the person who provided it or to whom it relates if it is in the public interest. That is when:

- it is to prevent a crime from being committed or intervene where one may have been, or to prevent harm to a child or adult; or
- not sharing it could be worse than the outcome of having shared it.

The responsibility for decision-making should not rely solely on an individual, but should have the back-up of the management team. The management team provide clear guidance, policy and procedures to ensure all staff and volunteers understand their information sharing responsibilities and are able to respond in a timely, appropriate way to any safeguarding concerns. The three critical criteria are:

- Where there is evidence that the child is suffering, or is at risk of suffering, significant harm.
- Where there is reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm.
- To prevent significant harm arising to children and young people or serious harm to adults, including the prevention, detection and prosecution of serious crime.

Procedures

Our procedure is based on the 7 golden rules for information sharing:

1. *Remember that the Data Protection Act (2018) is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.*
 - Our policy and procedures on information sharing provide guidance to appropriate sharing of information with external agencies.
2. *Be open and honest. Explain to families how, when and why information will be shared about them and with whom. Seek agreement to share information, unless it puts the child at risk or undermines a criminal investigation.*

In our provision we ensure parents:

- Receive information about our information sharing policy when starting their child in the provision and they sign our contract to say that they understand circumstances when information may be shared without their agreement. This will only be when it is a matter of safeguarding a child or vulnerable adult. They are also sent the Privacy Statement to read through. This is on our registration form;
- have information about our Safeguarding Children and Child Protection policy; and

- have information about the circumstances when information will be shared with external agencies, for example, with regard to any special needs the child may have or transition to school.

3. Seek advice from other early years educators if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

- Our early years educators discuss concerns about a child routinely in supervisions and any actions are recorded in the child's file.
- Our manager routinely seeks advice and support from their directors about possible significant harm.
- Our Safeguarding Children and Child Protection Policy sets out the duty of all members of our early years educators to refer concerns to our manager or directors, as designated person, who will contact children's social care for advice where they have doubts or are unsure.
- Our manager seeks advice if they need to share information without consent to disclose.

4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.

- We base decisions to share information without consent on judgements about the facts of the case and whether there is a legal obligation.
- Our guidelines for consent are part of this procedure.
- Our manager is conversant with this and she is able to advise early years educators accordingly.

5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.

In our setting we:

- record concerns and discuss these with our designated safeguarding lead/or designated officer from the management team for child protection matters;
 - record decisions made and the reasons why information will be shared and to whom;
- and

- follow the procedures for reporting concerns and record keeping as set out in our Safeguarding Children and Child Protection Policy.
6. *Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.*
- Our Safeguarding Children and Child Protection Policy and Children's Records Policy set out how and where information should be recorded and what information should be shared with another agency when making a referral.
7. *Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.*
- Where information is shared, we record the reasons for doing so in the child's file; where it is decided that information is not to be shared that is recorded too.

Consent or Agreement

When parents choose our provision for their child, they will share information about themselves and their families. This information is regarded as confidential. Parents have a right to be informed that we will seek their agreement to share information in most cases, as well as the kinds of circumstances when we may not seek their agreement or may override their refusal to give agreement. We inform them as follows:

- Our policies and procedures set out our responsibility regarding gaining agreement to share information and when it may not be sought or overridden.
- We may cover this verbally when the child starts or include this in our prospectus.
- Parents sign a form at registration to say they understand this.
- Parents are asked to give written agreement to share information about any additional needs their child may have, or to pass on child development summaries, to the next provider/school.
- Copies are given to parents of the forms they sign.

We consider the following questions when we need to share:

- Is there legitimate purpose to sharing the information?
- Does the information enable the person to be identified?
- Is the information confidential?
- If the information is confidential, do you have agreement to share?
- Is there a statutory duty or court order to share information?
- If consent is refused, or there are good reasons not to seek agreement, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?
- Consent must be freely given and *informed* - that is the person giving consent needs to understand why information will be shared, what will be shared, who will see information, the purpose of sharing it and the implications for them of sharing that information as detailed in the Privacy Notice.
- Consent may be *explicit*, verbally but preferably in writing, or *implicit*, implied if the context is such that sharing information is an intrinsic part of our service or it has been explained and agreed at the outset.
- Consent can be withdrawn at any time.
- We explain our Information Sharing Policy to parents.

Separated Parents

- Agreement to share needs to be sought from one parent. Where parents are separated, this would normally be the parent with whom the child resides. Where there is a dispute, we will consider this carefully.
- Where the child is looked after, we may also need to consult the local authority, as 'corporate parent' before information is shared.

All the undertakings above are subject to the paramount commitment of the provision, which is to the safety and well-being of the child. Please also see our Safeguarding Children and Child Protection policy.

Legal framework

- United Kingdom General Data Protection Regulation (2018)
- Human Rights Act 1998

Further guidance

Information Sharing: Guidance for Early years educator and Managers (DFE 2008)

28. Harvard Park's Privacy notice and Statement

Introduction

When registering and becoming a part of Harvard Park, you trust us with your personal data. We are committed to maintaining this level of trust which begins with us sharing our privacy practices. This Privacy Notice explains in detail what personal data we collect, how we further use that information and how long it remains with us.

This notice applies to any user of Harvard Park's childcare services, website and social media platform. This notice also applies to those employed by Harvard Park and those over the ages of 13 whom maybe on placement within Harvard Park for any length of time.

Effective date of Privacy Notice: 25th May 2018

What do we mean by personal data?

Personal data is information relating to an identified or identifiable individual, such as yourself or your child. This includes name, date of birth, national insurance numbers, national health numbers, contact numbers, email addresses etc. We aim to collect data which is adequate, relevant and limited to what is necessary. We also aim to ensure that it is kept up to date where necessary as well as accurate. Harvard Park also ensure that any data collected is processed in a way that ensures appropriate security of the personal data including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage.

Who controls your personal data?

Harvard Park is responsible for collecting, processing and destroying all personal data which is required of you – this makes us the data controller. We are advised by outside agencies on the nature of the data we collect however what we choose to collect is solely down to us.

Some of the personal data collected is a legal obligation.

For future reference throughout this Privacy Notice, 'we' or 'us' refers to Harvard Park as a company.

What legal basis do we rely on to process your personal data?

The privacy law in the United Kingdom requires us to have a legal basis for processing your personal data. Below is a list of the legal basis we rely on:

Consent: We rely on your consent to process your personal data in very limited circumstances such as when you provide personal data to receive publications (e.g. newsletters, reminders, and invoices), information on events and news about our company.

You have the right to opt out of receiving communications at any time. This request needs to be in writing or via email. However, please note that we do not print documents off and our main form of communication is electronic.

Performance under a Contract: Most of your personal data we process is necessary to perform our obligations under a contract we have with you or your employer if you receive our service as an employee benefit. We can only provide the service to you or your dependants, if you provide us with the personal data necessary to perform the contract.

Legal Obligations: There are many laws that require us to process your personal data. We can only provide the service to you or your dependants, if you provide us with the personal data required under law. Examples include child/adult care regulations, safeguarding/health/safety regulations, tax and government funding regulations.

Legitimate Interests: In some situations, we process your personal data to pursue our legitimate interests as a business. We will only process your personal data if our legitimate interests do not materially impact your interests, fundamental rights, or freedoms. Examples include:

- If you are a prospective, current or former customer, using your contact details to follow-up either by email, post, telephone or in-person to obtain your feedback on our service offering, reasons for choosing or not choosing our services as well as your experiences with our company.
- If you are a prospective, current or former customer, using your email address to send you our newsletters, relevant documentation for registration or invoices. You have the right to opt out of receiving these communications at any time.
- Combining the demographic information of our customers such as post codes, number of children and children's ages to identify service trends, as well as for funding purposes.
- Combining the care and service information of our customers to identify learning opportunities and training needs within the company, to support the improving of our service.
- Making note of your contact calls to assist with monitoring our policies and procedures and identifying opportunities for training and development.

When do we collect your personal data?

How you interact with us, determines when we collect your personal data.

When you use our electronic services and social media:

- Engaging with us on an EyLog learning journal account or social media, may be recorded for development and/or evidence of working towards parents in partnership for outside agencies or third parties.
- Contacting us for information or customer service – email addresses or telephone numbers may be saved for future communications.
- Registering or making a reservation for our services either written or electronically.

When you contact or receive services directly:

- Contacting us for information or customer service on the telephone, email or in person – maybe saved for future communications.
- Booking a visit or appointment for one of our services – data maybe saved for future communications.
- Registering for one of our services.
- While receiving services, completing electronic and paper forms, assessments and other documentation that may be required of you.
- Making a payment – in form of a signature in some to most cases.

What personal data do we collect and process?

The main reason we collect and process your personal data is to provide, evaluate and improve our services and your experiences with us.

Information you provide voluntarily (by telephone, online or in-person):

- If you are a prospective customer, your contact details and other information necessary to fulfil your request for information will be required of you and this may be saved for future communications.

If you are a customer, when registering for our services or during the course of receiving our services:

- For child/adult care services, types of personal data may include your: personalised registration user name and password for DBS systems and EyLog systems; personal and work contact details- proof of identity records such as driver's licence or passport, dependant's details such as birth certificate, name, date of birth, gender, allergies, food restrictions, special needs, health information, and emergency contact details for doctors and alternative carers and payment details.

Information we create/process when you use our services:

- For all our services, we create records during the course of providing services to you or your dependants such as notes from meetings/calls.
- Records created during child/adult care include notes or the completion of forms recording activities and behaviours such as illness, sleep, nappy changes, medication, learning, interactions with others, and accidents/incidents.
- For childcare we take photographs of children to share with their parents and as part of their learning journey records.
- For child / adult care, pictures taken are used for displays as well as on social media where consent is given.
- Utilisation information, such as dates of service, type of service, user of service and reasons for service.
- Social media username and public comments/feedback on social media so that we can respond to comments, questions or feedback.

Information from third parties:

- If you receive our service as part of an employee benefit, we may receive personal data from your employer on your eligibility to use the service and other reporting identifiers.
- If you receive government funding, we receive personal data from the government on your eligibility for the funding and other reporting identifiers.
- Government agencies may provide us with personal data to support their regulatory obligations or investigations.

Why does Harvard Park collect personal data?

We limit the collection of personal data to what is necessary to provide you with high-quality services, to support your requests, and to meet our business needs in connection with other services. We do not sell your personal data to any third parties. Below we have highlighted our reasons for collecting your personal data:

- Respond adequately to your requests for services or to provide information.
- Provide services to individuals, families and employers that include childcare and education (general, higher and accredited education), wellbeing and work/life support, and consulting.
- Provide a safe, healthy, and environment for those to whom we provide services.
- Provide resource material/information regarding our services and areas of interest to our customers, such as parenting childcare, adult care, education, wellbeing, and work/life balance.
- Aid in the administration of our services to our customers.
- Administer first aid, emergency and other medical care, when necessary.
- Act in accordance with laws, and government regulations/standards.

- Support with education, training, curriculum, communication, administration, and record-keeping.
- Provide utilisation reports and other information to employers offering our services as an employee benefit.
- Facilitate and process payments for the services.
- Fulfil tax, reporting, and other financial requirements and obligations.
- Prevent or detect unlawful acts.

Where does Harvard Park process and store your personal data?

Electronic Information:

Although some personal data may remain on electronic storage data systems in the country on site or at the Day Nursery premises in Feltham, it may also be stored in the form of a hard copy whilst your child is still attending or an adult is still employed or on placement within Harvard Park. All electronic documents are stored on an external hard drive which is kept in a locked drawer and only accessible to management. Documents relating to children/adults who have previously used our services, are stored on an external hard-drive linked to our computers which are protected via passwords and is backed up regularly.

Hardcopy Information:

The hardcopy of personal information we collect remains in the country on site where you receive the services or provide the information. These are in locked storage cupboards in offices which are then locked when the last person leaves the building. Only managerial personnel have keys to these cupboards.

Who does Harvard Park share your personal data with?

We consider your personal data confidential and do not share it with others except as described in this privacy policy. There are limited circumstances that require us to disclose your personal data to others in order to deliver services, or to meet our legal obligations.

Examples include:

Your Employer: our services are often made available to you as an employee benefit. In order to meet our obligations with your employer, we provide details of your use of the services, which may include your name, dates of use, reasons for use, and other employer-requested utilisation details. We disclose only information relevant to the utilisation of the services or necessary for their administration of the benefit.

Outside Agencies: on occasion and with your signed consent, we may have to share personal data with outside agencies such as Speech and Language therapies or Child Development Clinic. Copies of these agencies privacy notices are available on request. Where we feel a

child/adult may be at significant risk or harm we have a legal obligation to supply personal data without consent.

Meet Legal Requirements: We share personal data if required by law/regulations or as we reasonably determine to be necessary to protect our rights or the rights of others, to prevent harm to persons or property, to fight fraud, or to enforce our terms of use. For example, the government may require us to disclose personal data for national security or law enforcement purposes. This includes information to receive funding.

How long will we keep your personal data?

Whenever we collect or process your personal data, we'll only keep it for as long as is necessary for the purpose for which it was collected and as required under law. At the end of that retention period, your data will either be permanently deleted (electronically) or shredded (hardcopies).

What rights do you have over your personal data?

You have the right to request:

- Access to the personal data we hold about you, free of charge.
- The correction of your personal data when incorrect, out of date or incomplete.
- That we stop using your personal data for direct marketing (either through specific channels, or all channels).
- That we stop any consent-based processing of your personal data after you withdraw that consent.
- To ask for copies of your personal data, please complete our Data Subject Access Request Form, which is available on request.
- For your personal data to be removed from our systems – this is known as the right to erasure. Please note that any data we need for legal obligations will have to remain with us. You do not have a right to erasure over this data.

In cases where we are processing your personal data on the basis of our legitimate interest, you can ask us to stop for reasons connected to your individual situation. We must then do so unless we believe we have a legitimate overriding reason to continue processing your personal data.

- If you feel that your data has not been handled correctly, or you are unhappy with our response to any requests you have made to us regarding the use of your personal data, you have the right to lodge a complaint with the relevant data protection regulator: Information Commissioner's Office at www.ico.org.uk/concerns (opens in a new window; please note we can't be responsible for the content of external websites.)

How do we protect your personal data?

We utilise appropriate technical, administrative and physical safeguards to protect your personal data we collect in both physical and electronic format. We provide training to our staff and conduct periodic quality assurance audits. However, no computer system or information can ever be fully protected against every possible hazard including floods or fires. As a result, Harvard Park cannot guarantee the security and privacy of the information you provide to us.

Will this Privacy Notice change?

This privacy policy is subject to change and we will keep you posted of any revisions via email. This privacy policy was last updated in July 2018 and revised in November 2022 – no changes were made.

Questions?

We hope this Privacy Notice has been helpful in setting out the way we handle your personal data and your rights to control it. If you have any questions that haven't been covered, please contact our Global Privacy Officer who will be pleased to help you:

Email us at info@harvardparkdaynursery.co.uk or info@harvardparkpreschool.co.uk

For more information, please look at <https://ico.org.uk> for further information

29. Food Safety and Nutrition

Policy Statement

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

Our provision regards snack and mealtimes as an important part of our day. Eating represents a social time for children and adults and helps children to learn about healthy eating. We promote healthy eating at snack and mealtimes. We aim to provide nutritious food, which meets the children's individual dietary needs.

We recognise that we have a corporate responsibility and duty of care for those who work in and receive a service from our provision, but individual employees and service users also have responsibility for ensuring their own safety as well as that of others. Risk assessment is the key means through which this is achieved.

Procedures

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

- Before a child starts to attend the provision, we find out from parents their children's dietary needs and preferences, including allergies (*See the managing children who are infectious, sick and with allergies policy*).
- We take guidance from the Food Standard Agency with regard to our responsibilities around allergens.
- Parents fill out a dietary information sheet about their child's dietary needs which is kept in our information folders for each individual room and/or provision and in their registration record. Parents are invited to meet the cook if they wish but with children with allergies a one-to-one meeting is set up (day nursery only).
- We display a photo of the child with current and up to date information about their individual dietary needs. Copies of these are display on the notice board in the kitchen, one in their relevant room and with severe allergies which require medical administration, a copy is kept in the secondary office on the medical cupboard (safely out of reach from children). These state the child's name, when they started Harvard Park, what their dietary requirement or allergy is and if precautions need to be taken.
- Allergies are displayed in red squares, where an EpiPen is present, a copy of their Allergy Action Plan is displayed; other dietary needs are displayed in white squares and are re-

checked when a child transitions into the next room. We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences.

- We follow the guidelines with the 14 allergens and they are marked on all menus. We also offer a vegetarian option every day.
- We operate a system of colour coded plates; GREEN = Vegetarian, WHITE = Allergies, BLUE, YELLOW, PURPLE, ORANGE (Tiger club only) and PINK (Baby Studio only) = Normal diets. We do promote children learning about their own dietary needs i.e. which colour plate to choose if you are a vegetarian, etc.
- We plan menus in advance, involving children and parents in the planning.
- We also send these out via email or our EyLog platform when changes are made or the menu is in a new rotation.
- We include a variety of foods from our 4 main food groups; Meat, fish and protein alternatives, Dairy foods, grains cereal and starch vegetables, fruit and vegetables. Where applicable we work with parents and children who are choosing to live via a vegan lifestyle.
- We provide nutritious food at all meals and snacks, avoiding large quantities of saturated fat, sugar and salt as well as artificial additives, preservatives and colourings.
- Through discussion with parents and research reading, we obtain information about the dietary rules of the religious groups to which children and their parents belong and of vegetarians and vegans, as well as about food allergies.
- We include foods from the diet of each of the children's cultural backgrounds, providing children with familiar foods and introducing them to new ones.
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts. In order to protect children with food allergies, we do not allow children sharing and swapping their food with one another. We operate a no nuts policy across both provisions – parents/carers and employees are regularly reminded of this.

- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child or make a child feel singled out because of their diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate. This is also an invaluable time to introduce and build knowledge and understanding of the names and types of food that keep us healthy, where food comes from, new foods and new vocabulary.
- We use meal and snack times to help children to develop independence through making choices, self-serving food, drink and feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development.
- We inform the children about how to obtain the water and that they can ask for water at any time during the session/day. A jug with cups is on the side for the children to self-select. For non-verbal children, we set out small breaks during their session to ensure they are taking water on board. Where necessary, we asked parents/carers to provide a bottle for their child which is topped up with fresh water throughout the session.
- Volunteers and students DO NOT serve children with allergies and are monitored when supporting children at meal and snack times.
- We provide water and milk throughout the child's sessions. For children who drink milk, we provide whole pasteurised milk. Although we slowly introduce semi-skimmed milk from the age of 2 years – firstly into meals and dishes such as cereals or in a white sauce before offering it to drink.
- For each child in the Baby Studio, we provide parents with daily diary feeding routines, intake and preferences. (Day Nursery only)

For the Pre-School in Isleworth

We cannot provide cooked meals nor can we provide a re-heating system and children are required to bring packed lunches we: -

- Ensure perishable contents of packed lunches are refrigerated or contain ice packs to keep food cool;
- Inform parents of our policy on healthy eating;

- encourage parents to provide sandwiches with a healthy filling, fruit, and milk-based deserts such as low sugar yoghurt or crème fraiche where we can only provide cold food from home. We discourage sweet/fizzy drinks and can provide children with water or milk.
- encourage parents to consider the risk of choking in the foods provided in lunch boxes. We check lunchboxes and ensure risky foods are cut up or removed to minimise this risk.
- Discourage packed lunch contents that consist largely of crisps, processed foods, sweet drinks and sweet products such as cakes or biscuits. We reserve the right to return this food to the parent as a last resort and charge for a healthy meal to be provided.
- Plates, cups and cutlery are available to all children who have a packed lunch.
- Ensure staff sits with the children to eat their lunch so that the mealtime is a social occasion.
- In accordance with parents' wishes, we offer children arriving early in the morning, and/or staying late, an appropriate meal or snack.
- We inform parents who provide food for their children about the storage facilities available in our setting.
- We give parents who provide food for their children information about suitable containers for food.
- In order to protect children with food allergies, we discourage children from sharing and swapping their food with one another.

The only meal we will provide at Pre-School is snack. A balanced choice of snack will be made available both in the morning and afternoon with a choice of milk or water.

How we reduce the risk of choking

Food preparation:

- we remove any stones and pips from fruit before serving
- we cut small round foods, like grapes, strawberries and cherry tomatoes, lengthways and into quarters
- cut large fruits like melon, and hard fruit or vegetables like raw apple and carrot into slices instead of small chunks
- we do not offer raisins as a snack to children under 12 months – although these can be chopped up as part of a meal
- soften hard fruit and vegetables (such as carrot and apple) and remove the skins when first given to babies from around 6 months
- sausages should be avoided due to their high salt content, but if offered to children these should be cut into thin strips rather than chunks and remove the skins

- remove bones from meat or fish
- do not give whole seeds to children under 5 years old
- cut cheese into strips rather than chunks
- do not give popcorn as a snack
- do not give children marshmallows or jelly cubes from a packet either to eat or as part of messy play activities
- do not give children hard sweets

Supervision: Children are seated safely in a highchair or appropriately sized low chair while eating with an adult seated within close proximity. Children are never left alone while they are eating, and staff are familiar with paediatric first aid advice for children who are choking.

Legal references

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

Food Information Regulations 2014

The Childcare Act 2006

Further guidance

Safer Food Better Business for Caterers (Food Standards Agency)

<https://www.food.gov.uk/business-guidance/safer-food-better-business-for-caterers>

[Food safety - Help for early years providers - GOV.UK \(education.gov.uk\)](#)

[Food safety advice for children age 5 and under](#)

[Food and drinks to avoid](#)

[Safe weaning](#)

[How to prepare infant formula bottles](#)

[Allergies](#)

[Hygiene](#)

[Early Years choking hazards poster \(foundationyears.org.uk\)](#)

[Early Years choking hazards table \(foundationyears.org.uk\)](#)

[Child Accident Prevention Trust - choking avoidance poster](#)

[Choking hazards in the home and how to avoid them \(rospa.com\)](#)

30. Food Hygiene

Policy Statement

In our provision we provide and/or serve food for children on the following basis

- Snacks.
- Meals – Breakfast, Lunch and Tea (Day Nursery only)

We maintain the highest possible food hygiene standards with regard to the purchase, storage, preparation and serving of food.

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

Procedures

- The cook is in charge and the cook is responsible for food preparation and understands the principles of Hazard Analysis and Critical Control Point (HACCP) as it applies to their business - **For Day Nursery Only**. At the preschool, the same applies for any staff that are responsible for any form of food preparation. This is set out in Safer Food Better Business. The basis for this is risk assessment as it applies to the purchase, storage, preparation and serving of food to prevent growth of bacteria and food contamination
- All staff follow the guidelines of Safer Food Better Business.
 - All our staff who are involved in the preparation and handling of food have received training in food hygiene.
- The cook or persons responsible for food preparation and serving carries out daily opening and closing checks on the kitchen to ensure standards are met consistently. (See Safer Food Better Business.)
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures and is checked to ensure it is in-date and not subject to contamination by pests, rodents or mould.

- Packed lunches are stored in a cool place and when necessary, an ice pack is present to keep food cool; un-refrigerated food is served to children within 4 hours of preparation at home.
- Food preparation areas are cleaned before use as well as after use.
- There are separate facilities for hand-washing and for washing up.
- All surfaces are clean and non-porous.
- All utensils, crockery etc. are clean and stored appropriately.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have unsupervised access to the kitchen.
- When children take part in cooking activities, they:
 - are supervised at all times;
 - understand the importance of hand washing and simple hygiene rules
 - are kept away from hot surfaces and hot water; and
 - do not have unsupervised access to electrical equipment such as blenders etc.
- When bottles of formula or food are brought in by parents all manufactures instructions will be strictly followed, when preparing any such food for children.
- A list of all children's food allergies will be prominently displayed on kitchen notice board and within the relevant room (Day Nursery) kitchen cupboard (Pre School) with a photo.
- Hair net's and necessary hygiene practise (l.e. gloves when wearing plasters) must be complied with on a daily basis by all who enter the kitchen.
- Water is to be changed and replenished at the end of each session. Children's bottles should be taken home and sterilised at home.

Reporting of food poisoning

- Food poisoning can occur for a number of reasons; not all cases of sickness or diarrhoea are as a result of food poisoning and not all cases of sickness or diarrhoea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the provision, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- We notify Ofsted as soon as reasonably practicable of any confirmed cases of food poisoning affecting 2 or more children looked after on the premises, and always within 14 days of the incident.
- We have awarded been awarded 5 stars on the door for over 10 years *****

31. Health and Safety General Standards

Aim

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

We aim to make children, parents, staff and volunteers aware of health and safety issues and we minimise the hazards and risks.

Trained Designated Health and Safety Officers:

Tracey Milstead/Nicki Saunders and Poonam Randhawa for Pre School and Nicki Saunders/Tracey Milstead and Carol Mayell for Day Nursery

These designated persons are competent to carry out these responsibilities, have undertaken health and safety training and regularly updates knowledge and understanding.

Objectives

- We recognise that we have a corporate responsibility and duty of care towards those who work in and receive a service from our provision. Individual staff and service users also have responsibility for ensuring their own safety as well as that of others. Adherence to policies and procedures and risk assessment is the key means through which this is achieved.
- Insurance is in place (including public liability) and an up-to-date certificate is always displayed.
- Risk assessment is carried out to ensure the safety of children, staff, parents, and visitors. Legislation requires all those individuals in the given workplace to be responsible for the health and safety of premises, equipment and working practices.
- Smoking is not allowed on the premises, both indoors and outdoors. If children use any public space that has been used for smoking, members of staff ensure that there is adequate ventilation to clear the atmosphere. Staff do not smoke in their work clothes and are requested not to smoke within at least one hour of working with children. The use of electronic cigarettes and vaping devices is not allowed in, on or around the premises.
- Staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication that they believe may impair them, they seek further medical advice and only work directly with children if that advice

is that the medication is unlikely to impair their ability to look after children. The setting manager must be informed.

- Alcohol must not be bought onto the premises for consumption.
- A risk assessment and access audit are carried out for each area and the procedure is modified according to needs identified for the specific environment.
- Risk assessments are monitored and reviewed by those responsible for health and safety.

Procedures

Awareness raising

- Our induction training for staff and volunteers includes a clear explanation of health and safety issues, so that all adults are able to adhere to our policy and procedures as they understand their shared responsibility for health and safety. The induction training covers matters of employee well-being, including safe lifting and the storage of potentially dangerous substances.
- We keep records of these induction training sessions and new staff and volunteers are asked to sign the records to confirm that they have taken part.
- We explain health and safety issues to the parents of new children, so that they understand the part played by these issues in the daily life of the setting.
- Health and safety training is included in the annual training plans of staff, and health and safety is discussed regularly at our staff meetings.
- We operate a no-smoking policy including the use of e-cigarettes and vaping devices.
- We make children aware of health and safety issues through discussions, planned activities and routines.

Windows

- Low level windows are made from materials that prevent accidental breakage or we ensure that they are made safe.
- We ensure that windows are protected from accidental breakage or vandalism from people outside the building.

Doors

- We take precautions to prevent children's fingers from being trapped in doors such as visual aid training and including within our induction process. Students, visitors and volunteers are not permitted to open safety doors.

Entrances and approach to the building

- Entrances and approaches are kept tidy and always uncluttered.
- All gates and external fences are childproof and safe
- Front doors are always kept locked and shut.
- The identity of a person not known to members of staff is checked before they enter the building.
- All staff and visitors to the setting sign in and out of the building.
- A member of staff is available to open and close the door and to greet arrivals, say goodbye to parents and to make sure that doors and gates are shut.
- Back doors are always kept locked and shut if they may lead to a public or unsupervised area, unless this breaches fire safety regulations or other expectations.
- Where building works or repairs mean that normal entrances/exits or approaches to the building are not in use, a risk assessment is conducted to maintain safety and security whilst the changes are in place.

Group rooms, floors, walkways, stair ways and corridors (where applicable)

- Significant changes such as structural alterations or extensions are reported to Ofsted. A risk assessment is done to ensure the security of the building during building work.
- All our floor surfaces are checked daily to ensure they are clean and not uneven, wet or damaged. Any wet spills are mopped up immediately.
- Door handles are placed high or alternative safety measures are in place.
- Chairs are stacked safely and not too high.
- There are no trailing wires.
- Windows are opened regularly to ensure flow of air.
- Floors are properly dried after mopping up spills.
- Staff and visitors remove outdoor shoes in baby areas.
- Children do not have unsupervised access to stairways and corridors.
- Floor covering in corridors is checked for signs of wear and tear.
- Children are led walking upstairs one at a time and hold the rail.
- Staff hold the hand of toddlers and children who require assistance.
- Materials and equipment are not generally stored in corridors, but where this is the case, it does not block clear access or way out.

- Walkways and stairs are uncluttered and adequately lit.
- Stairways and corridors are checked to ensure that safety and security is maintained, especially in areas that are not often used, or where there is access to outdoors
- Socket safety inserts are used throughout the provisions to prevent the risk of electrocution if something is poked into them.

Electrical/gas equipment

- We ensure that all electrical/gas equipment conforms to safety requirements and is checked regularly by a competent contractor.
- Our boiler/electrical switch gear/meter cupboard is not accessible to the children.
- Fires, heaters, electric sockets, wires and leads are properly guarded and we teach the children not to touch them.
- We check storage heaters daily to make sure they are not covered.
- There are sufficient sockets in our setting to prevent overloading.
- We switch electrical devices off from the plug after use.
- We ensure that the temperature of hot water is controlled to prevent scalds.
- Lighting and ventilation are adequate in all areas of our setting, including storage areas.

Storage

- All our resources and materials, which are used by the children, are stored safely.
- All our equipment and resources are stored or stacked safely to prevent them accidentally falling or collapsing.

Outdoor area

- Our outdoor area is securely fenced. All gates and fences are childproof and safe.
- Our outdoor area is checked for safety and cleared of rubbish, animal droppings and any other unsafe items before it is used.
- Adults and children are alerted to the dangers of poisonous plants, herbicides and pesticides.
- We leave receptacles upturned to prevent collection of rainwater. Where water can form a pool on equipment, it is emptied and cleaned before children start playing outside.
- Our outdoor tough trays and water tray is covered when not in use and is cleaned regularly.
- We check that children are suitably attired for the weather conditions and type of outdoor activities; ensuring that suncream is applied and hats are worn during the summer months.
- We supervise outdoor activities at all times; and particular children on climbing equipment.

- Wooden equipment is maintained safely, put away daily and not used if broken.
- Broken climbing equipment or outdoor toys are removed and reported to the setting manager.
- Children are always supervised within ratios outside.
- If paddling pools are used, a risk assessment is conducted, and consideration given to the needs of disabled children or those less ambulant.

Drones

If there are concerns about a 'drone' being flown over the outdoor area, that may compromise children's safety or privacy, the manager or director will contact the police on 101.

- Children will be brought inside immediately.
- Parents will be informed that a Drone has been spotted flying over the outdoor area and will be advised fully of the actions taken by the setting.
- The police will have their own procedures to follow and will act accordingly.
- If at any point following the incident, photographs taken by a drone emerge on social media that could identify the provision or individual children, these are reported to the police.
- A record is completed in the Notifiable Incident Record unless there is reason to believe that the incident might have safeguarding implications. Where this is the case, safeguarding children, young people and vulnerable adults procedures are followed.

Hygiene

1. We seek information from the Public Health England to ensure that we keep up-to-date with the latest recommendations.
2. Our daily routines encourage the children to learn about personal hygiene.
3. We have a daily cleaning routine for the setting, which includes rooms accessed by the children, kitchen, rest area, toilets and nappy changing areas. Children do not have unsupervised access to the kitchen.
4. We have a schedule for cleaning resources and equipment, dressing-up clothes and furnishings.
5. The toilet area has a high standard of hygiene, including hand washing and drying facilities and disposal facilities for nappies.
6. We implement good hygiene practices by:
 - cleaning tables between activities;
 - cleaning and checking toilets regularly;
 - wearing protective clothing - such as aprons and disposable gloves - as appropriate;

- providing sets of clean clothes;
- providing tissues and wipes; and
- ensuring individual use of flannels, towels and toothbrushes.

Activities, resources and repairs

1. Before purchase or loan, we check equipment and resources to ensure that they are safe for the ages and stages of the children currently attending the setting.
2. The layout of our play equipment allows adults and children to move safely and freely between activities.
3. All our equipment is regularly checked for cleanliness and safety, and any dangerous items are repaired or discarded.
4. We make safe and separate from general use any areas that are unsafe because of repair is needed.
 - All our materials, including paint and glue, are non-toxic.
 - We ensure that sand is clean and suitable for children's play.
 - Physical play is constantly supervised.
 - We teach children to handle and store tools safely.
 - We check children who are sleeping at regular intervals of at least every ten minutes. This is recorded with the times checked and the initials of the person undertaking the check.
 - We check the children who are sleeping to ensure they are safe. Being safe includes ensuring that cots/bedding are in good condition and suited to the age of the child, and that infants are placed down to sleep safely in line with latest government safety guidance.
 - If children fall asleep in-situ, it may be necessary to move or wake them to make sure they are comfortable.
 - Children learn about health, safety and personal hygiene through the activities we provide and the routines we follow.
 - Any faulty equipment is removed from use and is repaired. If it cannot be repaired it is discarded. Large pieces of equipment are discarded only with the consent of the manager and the management team.

Jewellery and accessories

- Our staff do not wear jewellery or fashion accessories, such as belts or high heels, that may pose a danger to themselves or children.
- Parents must ensure that any jewellery worn by children poses no danger; particularly earrings which may get pulled, bracelets which can get caught when climbing or necklaces that may pose a risk of strangulation.

- We ensure that hair accessories are removed before children sleep or rest.
- *Safety of adults*
- We ensure that adults are provided with guidance about the safe storage, movement, lifting and erection of large pieces of equipment.
- We provide safe equipment for adults to use when they need to reach up to store equipment or to change light bulbs.
- We ensure that all warning signs are clear and in appropriate languages.
- We ensure that adults do not remain in the building on their own.
- We record the sickness of staff and their involvement in accidents. The records are reviewed termly to identify any issues that need to be addressed.

Control of substances hazardous to health

- Our staff implement the current guidelines of the Control of Substances Hazardous to Health Regulations (COSHH).
- Personal protective equipment (PPE), such as rubber gloves, latex free/vinyl gloves, aprons etc., is available to all staff as needed and stocks are regularly replenished.
- Environmental factors are taken into account when purchasing, using and disposing of chemicals.
- We keep a record of all substances that may be hazardous to health - such as cleaning chemicals, or gardening chemicals if used and where they are stored.
- Hazardous substances are stored safely away from the children.
- We carry out a risk assessment for all chemicals used in the setting. This states what the risks are and what to do if they have contact with eyes or skin or are ingested.
- We keep all cleaning chemicals in their original containers.
- We keep the chemicals used in the setting to the minimum in order to ensure health and hygiene is maintained. We do not use:
 - bleach
 - anti-bacterial soap/hand wash, unless specifically advised during an infection outbreak such as Pandemic flu
 - anti-bacterial cleaning agents, except in the toilets, nappy changing area and food preparation areas. Anti-bacterial sprays are not used when children are nearby.
- All members of staff are vigilant and use chemicals safely.
- Where possible, we will replace hazardous substances with those that are lower risk.

If a spillage of cleaning fluids occurs and it gets on your skin or eyes: -

- Call a First Aider who will assess the patient, look in the first aid book situated in the kitchen cupboard, secondary office or staff room.

- Go to the Safety folder and look up cleaning materials, it's a folder on the desktop of all four computers (incl. Pre-School) and follow the instructions.
- The normal procedure may be: -
 - Drink water
 - Wash out your eyes
 - Shower skin off
 - Call 999 in extreme cases.

Legal references

Health and Safety at Work etc Act 1974

Health and Safety (Consultation with Employees) Regulations 1996

Management of Health and Safety at Work Regulations (1999)

Regulatory Reform (Fire Safety) Order 2005)

Electricity at Work Regulations (1989)

Regulation (EC) No 852/2004 of the European Parliament and of the Council on the hygiene of foodstuffs

Manual Handling Operations Regulations (1992) (Amended 2002)

Medicines Act (1968)

Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) (Amendment) Regulations 2013

Control of Substances Hazardous to Health (COSHH) Regulations 2002

Health and Safety (First Aid) Regulations 1981

Childcare Act 2006

Further guidance

Health and Safety Executive www.hse.gov.uk/risk

Food Standards Agency www.food.gov.uk

Ministry of Housing, Communities & Local Government www.communities.gov.uk

Sudden infant death syndrome (SIDS): <https://www.nhs.uk/conditions/baby/caring-for-a-newborn/reduce-the-risk-of-sudden-infant-death-syndrome/>

32. Staff manual handling

- All staff comply with risk assessment and have a personal responsibility to ensure they do not lift objects likely to cause injury.
- Members of staff bring the setting manager's attention to any new risk, or situations where the control measures are not working.
- Manual handling Risk assessments would not change but a specific risk assessment for the individual would be completed such as a wellbeing assessment or a new and expectant mother assessment.
- Risk assessment is carried out of the environment in which the lifting is done. Features such as uneven floor surfaces, stairs, etc. add to the general risk and need to be taken into consideration.
- The setting manager ensures that they and their staff are trained to lift and move heavy objects and unstable loads correctly. Babies and young children are also heavy and need to be lifted and carried carefully and correctly.

Guidelines:

- Do not lift heavy objects alone. Seek help from a colleague.
- Bend from the knees rather than the back.
- Do not lift very heavy objects - even with others, that are beyond your strength.
- Use trolleys for heavy items that must be carried or moved on a regular basis.
- Items should not be lifted onto, or from, storage areas above head height.
- Do not stand on objects, other than proper height steps, to reach high objects and never try to over-reach.
- Push rather than pull heavy objects.
- Do not carry heavy objects up or down stairs; or carry large objects that may block your view of the stairs.
- Do not hold babies by standing and resting them on your hips.

Please note this is not an exhaustive list.

- Managers are responsible for carrying out risk assessment for manual handling operations, which includes lifting/carrying children and lifting/carrying furniture or equipment.

33. Risk assessment - Health and Safety

Policy statement

Risk assessments are carried out to ensure the safety of children, staff, parents and visitors. Legislation requires all individuals in the workplace to be responsible for the health and safety of premises, equipment and working practices. We have a 'corporate responsibility' towards a 'duty of care' for those who work in and receive a service from our provision. Individuals also have responsibility for ensuring their own and others safety.

- Generic risk assessment form is completed for each area of work, and the areas of the building that are identified in these procedures
- Access audit is completed to ensure inclusion and the health and safety of all visitors, staff, and children. The relevant procedure is modified if required to match the assessment.
- Prioritised place risk assessment is completed for offering prioritised places during a national pandemic or infectious disease outbreak. A separate form is completed for each child who is prioritised because they are vulnerable, or meet any other criteria stipulated by the Government at the time. Risk assessment is also completed for each individual group/room as appropriate. If the risk assessment indicates a high risk if the place is offered, that cannot be minimised, the offer of the place may be withdrawn at the discretion of the setting manager.

Risk assessment means: *Taking note of aspects of your workplace and activities that that could cause harm, either to yourself or to others, and deciding what needs to be done to prevent that harm, making sure this is adhered to and is updated when necessary.*

The law does not require that all risk be eliminated, but that 'reasonable precaution' is taken. This is particularly important when balancing the need for children to be able to take appropriate risks through physically challenging play. Children need the opportunity to work out what is not safe and what they should do when faced with a risk.

This policy is based on the five steps of risk assessment below:

- Identification of risk: Where is it and what is it?
- Who is at risk: Childcare staff, children, parents, cooks, cleaners etc.?
- Assessment as to the level of risk as high, medium, low. This is both the risk of the likelihood of it happening, as well as the possible impact if it did.
- Control measures to reduce/eliminate risk: What will you need to do, or ensure others will do, in order to reduce that risk?

- Monitoring and review: How do you know if what you have said is working, or is thorough enough? If it is not working, it will need to be amended, or maybe there is a better solution.

Daily safety sweeps and checks indoors and outdoors

- Safety sweeps are conducted when setting up for the day prior to children arriving or closing in the evening. Sometimes a safety sweep will identify a risk that requires a formal risk assessment on form.

Health and safety risk assessments

Health and safety risk assessments inform procedures. Staff and parents should be involved in reviewing risk assessments and procedures, as they are the ones with first-hand knowledge as to whether the control measures are effective and they can give an informed view to help update procedures accordingly.

The manager and/or directors undertakes training and ensures staff have adequate training in health and safety matters. The manager and/or directors also ensures that checks/work to premises are carried out and records are kept.

- Gas safety by a Gas Safe registered gas/heating engineer.
- Electricity safety by a qualified electrician.
- Fire precautions to check that all fire-fighting equipment and alarms are in working order.
- Hot air heating systems/air conditioning systems cleaned and checked.
- Deep clean is carried out in kitchen.

The manager and/or directors ensure that staff members carry out risk assessments that include relevant aspects of fire safety, food safety, in each of the following areas of the premises:

- Entrance and exits.
- Outdoor areas.
- Passageways, stairways and connecting areas.
- Group rooms.
- Sleep areas.
- Main kitchen.
- Staff room.
- Rooms used by others or for other purposes.

The manager and/or directors ensures staff members carry out risk assessment for off-site activities, such as children's outings (including use of public transport), including:

- forest school
- home visits
- other duties off-site such as attending meetings, banking etc

The manager and/or directors ensures staff members carry out risk assessment for work practice including:

- changing babies, and the intimate care of young children and older children
- arrivals and departures
- preparation of milk and other food/drink for babies
- children with allergies and special dietary needs or preferences
- serving food in group rooms
- cooking activities with children
- supervising outdoor play and indoor/outdoor climbing equipment
- settling babies/young children to sleep
- assessment, use and storage of equipment for disabled children
- visitors to the setting who are bringing equipment or animals as part of children's learning experiences, for example 'fire engines'
- following any incidents involving threats against staff or volunteers
- following any accident or incident involving staff or children

The manager and/or directors liaises with Crime Prevention Officers as appropriate to ensure security arrangements for premises and personnel are appropriate.

We take precautions to reduce the risks of exposure to Legionella (Legionnaires disease). Our manager ensure that we are familiar with the HSE guidance and risk assess have seen the risk assessment relevant to the premises from the landlord.

Further guidance:

Legionnaires' Disease – A Brief Guide for Duty holders (HSE 2012)

www.hse.gov.uk/pubns/indg458.pdf

34. Supervision of children on Outings and Visits Policy - Health and Safety

Policy Statement

Children benefit from being taken outside of the premises on visits or trips to local parks, or other suitable venues, for activities which enhance their learning experiences. We ensure that there are procedures to keep children safe on outings; all staff and volunteers are aware of and follow the procedures as laid out below.

Planning and preparation

- Outings have a purpose with specific learning and development outcomes.
- There is a designated lead for each excursion who is clear about their responsibility as designated lead.
- If staff are agency or from another sites (applicable to chain settings) to maintain ratios on an outing they are fully briefed about the children they are accompanying.
- The excursion does not go ahead if concerns are raised about its viability at any point.
- Parents are informed of an outing and staff check that consent forms on children's registration were signed. This general consent details the venues used for daily activities.
- Children are specifically allocated to each member of staff; they are responsible for supervising their designated children for the duration of the excursion.
- Our adult to child ratio is high, normally one adult to two children, depending on their age, sensibility and the type of venue, as well as how it is to be reached.
- Staff frequently count their designated children and ensure hands are held when on the street and crossing the road.
- We take a copy of our Missing Child Policy along with an appropriate first aid kit.
- Outings are recorded on an outing record sheet kept in the setting, stating:
 - The date and time of the outing.
 - The venue and mode of transport used.
 - The names of the staff members assigned to each of the children along with contact number.
 - The time of return and whether medication such as EpiPens were taken out.
- A mobile phone owned by the provision is taken out should contact need to be made.
- Staff make sure they have water, plastic cups, spare nappies/change of clothes and wet wipes for the children going out appropriate to the length of time they are out for.

- Sun cream is applied as needed and children are clothed appropriately
- Children wear badges or 'high viz' vests with the name and number of the setting.
- Staff have emergency contact numbers saved in the mobile phone, medication and equipment needed for children.
- At no point are volunteers and/or students deemed responsible for any number of children. Nor are they counted in the outing's ratio. Students who are on apprenticeships with us maybe counted in ration were deemed competent by a manager or director.

Risk assessment

- Risk assessment is completed prior to the outing and signed off by the provision manager and/or director and all staff taking part.
- We carry out a risk assessment for each local venue used for daily activities, which is reviewed regularly.
- Existing risk assessments are reviewed/amended as required.
- Children with allergies or other specific needs have a separate risk assessment completed i.e. child with allergies visiting a supermarket.
- All outing risk assessments are made available for parents to see on request.

Outing venue (larger outings)

- Venues used regularly are 'risk assessed' and an initial pre-visit is made to look at the health and safety aspects. If pre-visits cannot be made, risk assessment is achieved by calling the venue and asking for their risk assessment.
- We always ask parents to sign specific consent forms before major outings; and a risk assessment is carried out before the outing takes place.

Transport (where applicable)

- We ensure that contracted drivers are from reputable companies, do not have unsupervised access to the children and are not included in the ratios.
- Records are kept of the vehicles used to transport children, with named drivers and appropriate insurance cover.
- The provision manager and/or directors ensure that seat belts are provided by relevant modes of transport and that booster seats and child safety seats are used as appropriate to the age of the children.
- Public transport should always be ratio of 1-2 (unless agreed with the provision manager).
- As a precaution, we ensure that children do not eat when travelling in vehicles.

Forest School sessions (not on site)

- For Forest School sessions: A separate Forest School risk assessment is conducted, and Forest School standard procedures are followed at all times. The designated lead is always a trained Forest School educator.
- The sessions always have a level 3 trained early years educator practitioner to help support.

Farm and zoo visits

Staff are aware of the risks posed by infections such as E.coli being contracted from animals. They are also aware of toxic substances used on farms that could be hazardous to health. Staff are vigilant of the natural dangers presented by a farm or zoo visit and conduct a risk assessment prior to the visit.

- The venue is contacted in advance of the visit to ensure no recent outbreaks of E.coli or other infections have occurred. If there has been an outbreak the visit will be reviewed and may be postponed.
- Hands are washed and dried thoroughly after touching an animal.
- Nothing is consumed whilst going round the farm. Food is eaten away from animals, after thoroughly washing hands.
- Children are prevented from putting their faces against animals or hands in their own mouths.
- If animal droppings are touched, hands are washed and dried immediately.
- Shoes are cleaned and hands washed thoroughly as soon as possible on departure.
- Staff or volunteers who are or may be pregnant, should avoid contact with pregnant ewes and may want to consult their own GP before the visit.
- Farmers have a responsibility to ensure that hand washing and drying facilities are available and are suitably located, that picnic areas are separate and clean, and that all other health and safety laws are fully observed.

For further guidance, refer to the insurance provider.

Larger outings checklist

There is an identified lead person for the outing.

- The outing has an educational purpose and has been agreed with the provision manager and/or directors.

- Risk assessments completed/updated and shared with every staff, student/volunteer accompanying the children.
- Staff understand the potential risks when they are out with children and takes all reasonable measures to remove minimise risks.
- Bouncy castles and similar attractions are not accessed by children on an excursion.
- The designated lead practitioner is the last to leave the venue, or transport being used.
- The designated lead conducts a 'safety sweep' before during and after the outing.

Further guidance:

[Preventing accidents to children on farms INDG472\(rev4\) \(hse.gov.uk\)](#)

[Stay safe farm safety \(hse.gov.uk\)](#)

35. Staff personal safety including home visits - Health and Safety

Policy statement

This provision believes that the health and safety of all staff is of paramount importance and that all staff have the right to work in a safe environment. We support safe working both on and off the premises, acknowledging the needs and diversity of children and their family.

Procedures

General

- All staff in the building early in the morning, or late in the evening, ensure doors and windows are locked.
- When arriving and leaving the premises, the first two members of staff to arrive in the building arrive together, and the last two members of staff in the building leave together.
- Visitors are generally only allowed access with prior appointments and only admitted once their identity has been verified.
- Minimal petty cash is kept on the premises.
- When taking cash to the bank, members of staff are aware of personal safety. Managers and/or directors carry out a risk assessment and develop an agreed procedure appropriate to the provision, staff and location.
- Members of staff make a note in the diary of meetings they are attending, who they are meeting and when they are expected back.
- Managers and directors have good liaison with local police and ask for advice on safe practice where there are issues or concerns.

Home visits

Where staff members conduct home visits, this is done at the manager's and/or director's discretion and the following health and safety considerations apply:

- Prior to a home visit the key person and manager and/or director undertake a risk assessment that is specific to the visit being undertaken.
- Members of staff normally do home visits in pairs – usually the manager/director/deputy manager with the key person.
- Each home visit is recorded in the diary with the name and address of the family being visited, prior to the visit taking place.
- Staff alert an agreed contact person in the provision when they are leaving to do the home visit and advise on their expected time of return.
- If there is any reason for staff to feel concerned about entering premises, they do not do so, for example, if a parent appears drunk.

- Members of staff carry a mobile phone when going out on a home visit.
- Staff identify an emergency word/phrase, which is made known to all staff in the provision, so that if they feel extremely threatened or in danger on a home visit, they can covertly alert other members of staff via a telephone call to the situation. Use of the agreed word/phrase will initiate an immediate 999 call to be made.
- If staff do not return from the home visit at the designated time, the contact person attempts to phone them and continues to do so until they make contact.
- If no contact is made after a reasonable amount of time has passed, the contact person rings the police.

Dealing with agitated parents in the provision

- If a parent appears to be angry, mentally agitated or possibly hostile, two members of staff will lead the parent away from the children to a less open area, but will not shut the door behind them.
- If the person is standing, staff will remain standing.
- Members of staff will try to empathise and ensure that the language they use can be easily understood.
- Staff will speak in low, even tones, below the voice level of the parent.
- Members of staff will make it clear that they want to listen and seek solutions.
- If the person makes threats and continues to be angry, members of staff make it clear that they will be unable to discuss the issue until the person stops shouting or being abusive, while avoiding potentially inflammatory expressions such as 'calm down' or 'be reasonable'.
- If threats or abuse continues, members of staff will explain that the police will be called and emphasise the inappropriateness of such behaviour in front of children.
- After the event, details are recorded in the child's personal file together with any decisions made with the parents to rectify the situation and any correspondence regarding the incident.
- Procedure for threats and abuse towards staff and volunteers is implemented where staff feel threatened or intimidated.
- Any situation involving threats to members of staff are reported to the manager and directors, following procedure 'Threats and abuse towards staff and volunteers'.

Copies of correspondence regarding the incident will be kept in the relevant child's file.

Threats and abuse towards staff and volunteers

The provision is responsible for protecting the health and safety of all staff and volunteers in its services and has a duty of care in relation to their physical and emotional well-being. We believe that violence, threatening behaviour and abuse against staff are unacceptable and will not be tolerated. Where such behaviour occurs, we will take all reasonable and appropriate action in support of our staff and volunteers.

- Staff and volunteers have a right to expect that their workplace is a safe environment, and that prompt and appropriate action will be taken on their behalf if they are subjected to abuse, threats, violence or harassment by parents, service users and other adults as they carry out their duties.
- The most common example of unreasonable behaviour is abusive or intimidating and aggressive language. If this occurs, and if informal action is not appropriate or has proved to be ineffective, the withdrawal of permission to be on the premises would be considered.
- Where a person recklessly or intentionally applies unlawful force on another or puts another in fear of an immediate attack, it is an offence in law which constitutes an assault. We would normally expect the police to be contacted immediately.

Any staff member or volunteer who feels under threat or has been threatened, assaulted, or intimidated in the course of their work must report this immediately to their manager who will follow the setting manager's procedures and guidance for responding.

Harassment and intimidation

Staff may find themselves subject to a pattern of persistent unreasonable behaviour from individual parents or service users. This behaviour may not be abusive or overtly aggressive but could be perceived as intimidating and oppressive. In these circumstances staff may face a barrage of constant demands or criticisms on an almost daily basis, in a variety of formats for instance, email or telephone. They may not be particularly taxing or serious when viewed in isolation but can have a cumulative effect over a period of undermining their confidence, well-being, and health.

All incidents must be recorded and reported to the provision manager and directors.

Banning parents and other visitors from the premises

- Parents and some other visitors normally have implied permission to be on the premises at certain times and for certain purposes, and they will not therefore be trespassers unless the implied permission is withdrawn.

- If a parent or other person continues to behave unreasonably on the premises a letter will be sent to them from the owners/directors/trustees, withdrawing the implied permission for them to be there.
- Full records are kept of each incident.

Dealing with an incident

- We would normally expect all cases of assault, and all but the most minor of other incidents, to be regarded as serious matters which should be reported to the setting manager, directors and/or the police and followed up with due care and attention.
- A record of the incident must be made whether the police are involved or not.
- Whilst acknowledging that service users i.e. parents and families, may themselves be under severe stress, it is never acceptable for them to behave aggressively towards staff and volunteers. Individual circumstances along with the nature of the threat are considered before further action is taken.
- **All parties involved should consider the needs, views, feelings and wishes of the victim at every stage. We will ensure sympathetic and practical help, support and counselling is available to the victim both at the time of the incident and subsequently.**
- A range of support can be obtained from the provision manager, directors and/or a staff colleague
- In non-urgent cases, where the incident is not thought to be an emergency, but police involvement is required, all staff and volunteers are aware of the non-emergency police contact number for the area.
- After the incident has been dealt with, a risk assessment is done to identify preventative measures that can be put in place to minimise or prevent the incident occurring again.

Harassment or intimidation of staff by parents/visitors

- The provision manager should contact their director for advice and support.
- Where the parent's behaviour merits it, the provision manager, with another member of staff present, should inform the parent clearly but sensitively that staff feel unduly harassed or intimidated and are considering making a complaint to the police if the behaviour does not desist or improve. The parent should be left in no doubt about the

gravity of the situation and that this will be followed up with a letter drafted by the provision manager but sent to their director for approval before being issued.

- The provision manager and/or their director might wish to consider advising the parent to make a formal complaint. Information about how to complain is clearly displayed for parents and service users.
- If the investigation concludes that the parent's expectations and demands are unreasonable, and that they are having a detrimental effect on staff, the findings can strengthen the provision manager's position in further discussions with the parent and subsequently, if necessary, with the police.

Complaints relating to potential breaches of the EYFS Safeguarding and Welfare requirements will be managed according to the Complaints procedure for parents and service users.

36. Medication administration and First Aid policy- Health and Safety

Policy Statement

While it is not our policy to care for sick children, who should be at home until they are well enough to return to the provision, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness. We ensure that where medicines are necessary to maintain health of the child, they are given correctly and in accordance with legal requirements.

In many cases, it is possible for children's GP's to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the provision. If a child has not had a medication before or has recently been prescribed any form of medication, especially a baby/child under two, it is advised that the parent keeps the child at home for the first 48 hours to ensure no adverse effect as well as to give time for the medication to take effect.

These procedures are written in line with current guidance in 'Managing Medicines in Schools and Early Years Provisions; the manager is responsible for ensuring all staff understand and follow these procedures.

The **Managers or Designated people** are responsible for the correct administration of medication to children and checked by another qualified member of staff. This includes ensuring that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures.

Administering Medication:

Procedures

- Children taking prescribed medication must be well enough to attend the provision.
- We only usually administer medication when it has been prescribed for a child by a doctor / dentist, nurse or pharmacist. It must be in date and prescribed for the current condition.
- Children prescribed medicines are stored in their original containers are clearly labelled and are inaccessible to the children. On receiving the medication staff members check that it is in date and prescribed specifically for the current condition.

- Non-prescription medication, such as pain or fever relief (e.g. Calpol) and teething gel, must only be administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer and only when there is a health reason to do so, such as a high temperature. Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor. The administering of un-prescribed medication is recorded in the same way as any other medication. NB We may administer children's paracetamol (un-prescribed) for any child within our care with the verbal consent of the parents in the case of a high temperature. This is to prevent febrile convulsion and where a parent or named person is on their way to collect the child.
- Children who are given children's paracetamol (Calpol or Neurofen) while at the provision **MUST** be collected by a parent / carer within an hour after administration. This is for the child's well-being.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - full name of child and date of birth;
 - name of medication and strength;
 - who prescribed it;
 - dosage to be given in the provision;
 - how the medication should be stored and expiry date;
 - any possible side effects that may be expected should be noted; and
 - Signature, printed name of parent and date.
 - A child under 16 should never be given aspirin or medicines containing ibuprofen unless prescribed by a doctor/or the child cannot have Calpol as a first choice.
- The administration of medicine is recorded accurately on our medication record sheets each time it is given and is signed by the person administering the medication and a witness. Parents are shown the record at the end of the day and asked to sign the record sheet to acknowledge the administration of the medicine. The medication record sheet records the:
 - name of the child;
 - name and strength of the medication;
 - name of the doctor that prescribed it;
 - date and time of the dose;
 - dose given and method;
 - signature of the person administering the medication

- countersigned by a witness and
- parent's signature.
- Depending on how the child is feeling, medication maybe administered in the office or within their room. We understand that all children may not feel comfortable or confident enough to have medication given in front of their peers. Medication is always administered by a qualified first aider and a witness in an open area, with doors open if this happens to be within an office space.
- Injections – Harvard Park would work with health care professionals to be trained in administering and a care plan would be put together
- There are certain conditions e.g. diabetes, mellitus, bleeding disorders or hormonal disorders which are controlled by regular injections.
- We monitor medication records to look at the frequency of medication given in the provision. For example, a high number of incidences of antibiotics prescribed for a number of children at similar times may indicate a need for better infection control.

Emergency treatment/procedures:

- As part of general risk management processes, Harvard Park has an arrangement in place in dealing with emergency situations. All management and staff now how to call the emergency services. All Management and staff know who is responsible for carrying out emergency procedures in the event of need. A member of Harvard Park always accompanies a child to hospital by ambulance and will stay for as long as is reasonably practicable. In the event of an emergency/accident, which requires a child to be treated by health professionals (doctors/paramedics) or admitted to hospital, the latter are responsible for any decision on medical grounds when and if the parents are not available.
- Staff should never take children to hospital in their own car. When emergency treatment is required, medical professionals or ambulance should always be called immediately.
- The welfare requirements require Harvard Park to ensure that contingency arrangements are in place to cover such emergencies
- A thermometer will always be used.
- The administration is recorded accurately each time it is given and is signed by staff. Parents sign the record book to acknowledge the administration of a medicine. The medication record book records:
 - name of child;
 - name and strength of medication;
 - the date and time of dose;
 - dose given and method; and is

- Signed by key person/manager; and is verified by parent signature at the end of the day.
- o If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by a health professional.
- o If rectal diazepam is given another member of staff must be present and co-signs the record book they must also be trained in this job.
- o No child may self-administer. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Storage of medicines

- o All medication is stored safely in a locked cupboard or refrigerated as required. Where the cupboard or refrigerator is not used solely for storing medicines, they are kept in a marked plastic box.
- o The child's key person is responsible for ensuring medicine is handed back at the end of the day to the parent
- o For some conditions, medication may be kept in the provision. Key persons check that any medication held to administer on an as and when required basis, or on a regular basis, is in date and returns any out-of-date medication back to the parent. There is a medication expiry sheet on front of First Aid Cupboard which will tell us when medication goes out of date.
- o There is a medication expiry sheet on front of First Aid Cupboard which will tell us when medication goes out of date.

DAY NURSERY – medications are kept in a high cupboard in the secondary office – labelled with child's name and photo on a large red disc displayed on the front of the cupboard. If required to be refrigerated it is labelled and stored in top part of office fridge in the door. All Epi-Pens and rectal medication are stored clearly in the main office within a box clearly labelled with the child's name, expiry date of medication and a photo of the child.

PRE SCHOOL – medications are kept in a high cupboard in the kitchen or the fridge in the kitchen. These will be labelled with child's name and photo on a large orange disc and displayed on the front of the cupboard. All Epi-Pens will be stored in the same cupboard within a box clearly labelled with the child's name, expiry date of medication and a photo of the child.

Children who have long term medical conditions and who may require on ongoing medication:

- A risk assessment is carried out for each child with long term medical conditions that require ongoing medication. This is the responsibility of the manager alongside the key person. Other medical or social care personnel may need to be involved in the risk assessment.
- Parents will also contribute to a risk assessment. They should be shown around the provision, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff is part of the risk assessment.
- The risk assessment includes vigorous activities and any other nursery activity that may give cause for concern regarding an individual child's health needs.
- The risk assessment includes arrangements for taking medicines on outings and the child's GP's advice is sought, if necessary, where there are concerns.
- A health care plan for the child is drawn up with the parent; outlining the key person's role and what information must be shared with other staff who care for the child.
- The health care plan should include the measures to be taken in an emergency.
- The health care plan is reviewed every six months or more if necessary. This includes reviewing the medication, e.g. changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the health care plan and each contributor, including the parent, signs it.
- We notify our insurance provider of all required conditions, as laid out in our insurance policy.

Managing medicines on trips and outings

- If children are going on outings, staff accompanying the children must include the key person for the child with a risk assessment, or another member of staff who is fully informed about the child's needs and/or medication.
- Medication for a child is taken in a sealed plastic box clearly labelled with the child's name, name of the medication, Inside the box is a copy of the consent form and a sheet to record when it has been given, with the details as given above.
- On returning to the provision, the sheet is taken to the manager who oversees the paperwork and signs accordingly, parents are then informed and asked to sign the sheet when picking up.

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

First Aid

- Newly qualified staff who achieved an early years qualification in Level 2 or 3 on or after 30th June 2016 also have a paediatric First Aid certificate in order to be counted in adult: child ratios
- In our provision staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. Any staff with current first aid training are present on the premises and at least 1 member of staff must hold relevant first aid certificate when on an outing. The first aid qualification includes first aid training for infants and young children.
- We have evidence of due diligence when choosing first aid training and ensure that it is relevant to adults caring for young children.

Procedures

The First Aid Kit: Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items only:

- Triangular bandages (ideally at least one should be sterile) - x 4.
- Sterile dressings:
 - Small x 3.
 - Medium x 3.
 - Large x 3.
- Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
- Sterile eye pads (with bandage or attachment) e.g. No 16-dressing x 2.
- Container or 6 safety pins x 1.
- Guidance card as recommended by HSE x 1.

In addition to the first aid equipment, each box should be supplied with:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- a children's forehead 'strip' thermometer.
- A supply of cool packs are available

- The first aid box is easily accessible to adults and is kept out of the reach of children.
- Information about who has completed first aid training and location of the first aid box is provided to all staff and volunteers.

- There is a named person in the provision who is responsible for replenishing and checking the contents of the first aid boxes.
- Medication is only administered in line with our Administering Medicines policy (above).
- In case of minor injuries or accidents first aid treatment is given by a qualified first aider.
- In case of minor injury or accidents we normally inform parents/carers when they collect their child, unless the child is unduly upset or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do i.e., Collect the child and/or take them to their own GP.
- At the time of admission to the provision, parents' written permission for emergency medical advice or treatment is sought. Parents sign and date their written approval.
- An ambulance is called for children requiring emergency treatment. We contact parents immediately and inform them of what has happened and where their child has been taken to.
- At the time of admissions to the provision, Parents sign a consent form at registration allowing staff to take their child to the nearest Accident and Emergency unit to be examined, treated or admitted as necessary on the understanding that parents have been informed and are on their way to the hospital.
- In the case where an ambulance is called, accidents and injuries are recorded in our accident book and where applicable notified to Health and Safety Executive, Ofsted and/or local child protection agencies in line with our recording and reporting of accident and incidents policy.
- In the case where an ambulance is required however there is none available at the time of the call, a cab will be called from a registered cab company and a staff member with whom the child feels comfortable, will accompany the child to the nearest hospital.
- In the case where an ambulance is required for a member of staff, the above statement will apply. However, they will not be accompanied unless deemed necessary by management.

We meet our legal requirements for the safety of our employees by complying with RIDDOR (the Reporting of Injury, Disease and Dangerous Occurrences Regulations). We report to the health and Safety executive:

- Any accident to a member of staff requiring treatment by a general practitioner or hospital
- Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident but could have done, such as a gas leak.
- Any dangerous occurrence is recorded in our incident book. See Recording and Reporting of Accidents and Incidents Policy.

37. Recording and reporting of accidents and incidents

Policy statement

Staff respond swiftly, appropriately and effectively to any health and safety incident within the setting. We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of accidents and incidents. Child protection matters or behavioural incidents between children are not regarded as incidents and there are separate procedures for this.

This policy will provide staff, employee's and parents with information and guidance in the case of an emergency occurring.

In responding to an emergency, the aim will always be to ensure:

- Rapid and appropriate response is taken
- Accurate information is relayed to parents and emergency services regarding the incident (if applicable)
- Normal provision routine is maintained as far as possible, offering continuity to the children
- Immediate support and clear guidance are offered by the management team

Procedures

Our accident book:

- is kept in a safe and secure place;
- is accessible to our staff and volunteers, who all know how to complete it; and
- is reviewed at least half termly to identify any potential or actual hazards.

Reporting accidents and incidents

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

- food poisoning affecting two or more children looked after on our premises;
- a serious accident or injury to, or serious illness of, a child in our care and the action

We take in response; and

- the death of a child in our care.

- Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and We act on any advice given by those agencies.
- Any food poisoning affecting two or more children or adults on our premises is reported to the local Environmental Health Department.

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR. We report to the Local Authority (LA). Please note that providers on school premises or domestic premises report to the Health and Safety Executive (HSE) – these may include and are not limited to:

- Any work-related accident leading to an injury to a member of the public (child or adult), for which they are taken directly to hospital for treatment.
- Any work-related accident leading to a specified injury to one of our employees. Specified injuries include injuries such as fractured bones, the loss of consciousness due to a head injury, serious burns or amputations.
- Any work-related accident leading to an injury to one of our employees which results in them being unable to work for seven consecutive days.
- All work-related injuries, no matter how minor, are recorded in the accident book in case of further complications following the injuries sustained in the accident.
- When one of our employees suffers from a reportable occupational disease or illness.
- Any death, of a child or adult, that occurs in connection with a work-related accident.
- Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.
- Information for reporting incidents to the Local Authority or Health and Safety Executive is provided in Accident Record format. Any dangerous occurrence is recorded in our incident book (see below).

Incident book

- We have ready access to telephone numbers for emergency services, including the local police. Where we are responsible for the premises, we have contact numbers for the gas and electricity emergency services, and a carpenter and plumber. Where we rent premises, we ensure we have access to the person responsible and that there is a shared procedure for dealing with emergencies.
- We ensure that our staff and volunteers carry out all health and safety procedures to minimise risk and that they know what to do in an emergency.
- On discovery of an incident, we report it to the appropriate emergency services – fire, police, ambulance – if those services are needed.
- If an incident occurs before any children arrive, our manager risk assesses this situation and decides if the premises are safe to receive children. Our manager may decide to offer a limited service or to close the provision.
- Where an incident occurs whilst the children are in our care and it is necessary to evacuate the premises/area, we follow the procedures in our Fire Safety and Emergency

Evacuation Policy or, when on an outing, the procedures identified in the risk assessment for the outing.

- If a crime may have been committed, we ask all adults witness to the incident make a witness statement including the date and time of the incident, what they saw or heard, what they did about it and their full name and signature.
- We keep an incident book for recording major incidents, including some of those that are reportable to the Local Authority or Health and Safety Executive as above.
- These incidents include but are not limited to:
 - a break in, burglary, or theft of personal or our provision's property;
 - an intruder gaining unauthorised access to our premises;
 - a fire, flood, gas leak or electrical failure;
 - an attack on an adult or child on our premises or nearby;
 - any racist incident involving families or our staff on the provision's premises;
 - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on our premises;
 - the death of a child or adult;
 - a terrorist attack, or threat of one;
 - a pandemic or epidemic;
 - severe weather that has caused an incident or damage to property
 - staff, parent or visitor mugged or assaulted on site or in vicinity on the way to or from the provision
 - staff or parent threatened/assaulted on the premises by a parent or visitor
 - accidents due to any other faults (that are reportable under RIDDOR)
 - any event or information that becomes known, that may have implications for the setting or the wider organisation in the future use.
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it or if it was reported to the police, and if so a crime number. Any follow up, or insurance claim made, is also recorded.
- In the unlikely event of a terrorist attack, we follow the advice of the emergency services with regard to evacuation, medical aid and contacting children's families. Our standard Fire Safety and Emergency Evacuation Policy will be followed. The incident is recorded when the threat is averted.
 - In the unlikely event of a child dying on our premises, through cot death in the case of a baby for example, the emergency services are called and the advice of these services are followed.
- The incident book is not for recording issues of concern involving a child. This is recorded in the child's own file.

The following procedure also applies if we are requested to activate the plan by the Local Government communications:

1. Gather the children into one large group, they will be transported to safety. Dependent upon the situation the large group may be left with one or two adults whilst another adult deals with the emergency if applicable.
2. Children will be reassured.
3. Ensure all adults involved are aware of the situation.
4. Staff must remain calm
5. Assess the situation:
 - Make sure everyone is safe
 - What is the disruption?
 - Who is affected?
 - How has it affected you?
 - Will anyone else be affected by it?
 - Could it escalate into a larger incident potentially affecting others?
6. Determine if service can continue to be provided.
7. Parents will be called at the first available opportunity.
8. Contact any contractors/partner organisations to inform them of the situation.
9. Contact any other service who are involved in the delivery of your service and inform them of the situation.
10. Ensure that you keep in regular contact with your staff and families.

38. Emergency Evacuation

In most instances, children will not be evacuated from the premises unless there is an immediate risk or unless they are advised to do so by the emergency services.

- There is an emergency evacuation procedure in place which is unique to the setting and based upon risk assessment in line with others using the building.
- Emergency evacuation procedures are practised regularly and are reviewed according to risk assessment (as above).
- Staff evacuate children to a pre-designated area (as per the fire drill), unless advised by the emergency services that the designated area is not suitable at that time.
- Once evacuated, nobody enters the premises, until the emergency services say so.
- Members of staff will act upon the advice of the emergency services at all times.
- Please see Fire Safety and Emergency Evacuation Procedures for both settings for further information regarding evacuating the provision.

RIDDOR reportable events include:

- Specified injuries at work, as detailed at www.hse.gov.uk/pubns/indg453.pdf
- Fatal accidents to staff, children and visitors (parents).
- Accidents resulting in the incapacitation of staff for more than seven days.
 - Injuries to members of the public, including parents' and children, where they are taken to hospital for treatment.
 - Dangerous 'specified' occurrences, where no-one is injured but they could have been. (these are usually industrial incidents).

If the incident is RIDDOR reportable, the setting manager telephones HSE Contact Centre on 0345 300 9923 or reports online at www.hse.gov.uk/riddor/report.htm

RIDDOR Reportable events require reporting to RIDDOR within 15 days of the event occurring.

Dealing with people's reactions

We accept that the children's parents may be frightened, distressed and angry dependent upon the type of incident. We understand that staff involved in the incident may also be affected by the incident. If the provision shares all policies with parents/carers, the situation will be easier for all because there will be an understanding of working within a framework of mutual trust and understanding.

Training

Managers and/or Directors will brief or train staff on their role in the prevention, management and response to incidents. Managers will ensure that all staff, volunteers and students are aware of the procedures in place and what is expected of them.

Provision closure

The decision to close the provision is not taken lightly and will be made based on the assessment of a number of factors and information which may include weather and travel circumstances, access to and condition of the provision, infection outbreaks and availability of appropriate levels of qualified staff. Ultimately the decision to open or close the provision will be made by a Director and a Manager and every effort will be made to contact all staff, parents and carers as soon as is practicably possible.

We will use a risk assessment format to assess the key risks to business before and during a closure. The risk assessment will detail the risk factors, likelihood and impact.

- If a decision to close is made all parents and carers will be contacted by text or telephone accordingly – this will be more often than not through our ParentMail system.
- The decision for ongoing closures will be assessed on a daily basis.
- The management committee will be consulted and kept informed for all closures.
- An up-to-date record of emergency contact details for each child and staff member will be kept in the provision.

Contingency planning for emergency staff cover

In the event of unforeseen staff shortages, the provision will endeavour to cover absences by calling in part-time staff or agency staff. If we are subsequently still unable to secure sufficient cover the above procedures will be implemented.

We appreciate that closing the provision at short notice may cause inconvenience for parents and carers, but we ask for your cooperation and understanding when we have to deal with circumstances out with our control.

Please ensure that child's emergency contact details, email addresses and mobile phone numbers are current and that the provision is advised immediately of any changes.

We will be reliant on staff and parents to provide us emergency contact details, email addresses and mobile phone numbers ensuring they are current and up to date.

Management will follow procedures to ensure these contacts are reflected on BI-annually.

Unless notified otherwise, parents and carers should always assume that the provision is open.

Actions to be taken after the incident

- Evaluate the incident, how it was dealt with and were the policies and procedures in place followed.
- Identify any improvements that could be made in the future.
- Draw up an action plan of any changes to be made to the current procedures in place.
- We will evaluate processes and make necessary adjustments to ensure future effectiveness.

Education Inspection Framework

- As required under the *Education Inspection Framework*, we maintain a summary record of all accidents, exclusions, children taken off roll, incidents of poor behaviour and discrimination, including racist incidents, and complaints and resolutions.

Legal framework

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013 (As Amended)
- The Health and Safety (Enforcing Authority) Regulations 1998

39. Fire safety and emergency evacuation - Health and Safety

Policy Statement

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

We ensure our premises present no risk of fire by ensuring the highest possible standard of fire precautions. The person in charge and staff are familiar with the current legal requirements. Where necessary we seek the advice of a competent person, such as our Fire Officer, or Fire Safety Consultant. A Fire Safety Log is used to record the findings of risk assessment, any actions taken or incidents that have occurred and our fire drills. We ensure our policy is in line with the procedures specific to our building, making reasonable adjustments as required.

Procedures

The basis of fire safety is risk assessment. These are carried out by a 'competent person'.

The manager and/or director has received training in fire safety sufficient to be competent to carry out the risk assessment; this will be written where there are more than five staff present at a setting or provision and will follow the Government guidance Department for Communities and Local Government (DCLG – March 2014) - [Fire safety in new and existing school buildings - GOV.UK](#). Our fire safety risk assessment focuses on the following for each area of the setting:

- Electrical plugs, wires and sockets.
 - Electrical items.
 - Gas boilers.
 - Cookers.
 - Matches.
 - Flammable materials – including furniture, furnishings, paper etc.
 - Flammable chemicals.
 - Means of escape.
 - Anything else identified.
- Provisions in rented premises will ensure that they have a copy of the fire safety risk assessment that applies to the building and that they contribute to regular reviews. Smallberry Green Primary school have a copy of this for Pre School to access. The Day

Nursery has a copy in the office in the Fire Risk Assessment folder (white with green spine).

Fire safety precautions taken

- We ensure that fire doors are clearly marked, never obstructed and easily opened from the inside.
- We ensure that smoke detectors/alarms and firefighting appliances conform to BS EN standards, are fitted in appropriate high-risk areas of the building and are checked as specified by the manufacturer.
- We have all electrical equipment checked annually by a qualified electrician. Any faulty electrical equipment is taken out of use and either repaired or replaced.
- We ensure sockets are covered. Our emergency evacuation procedures are approved by the Fire Safety Officer and are:
 - clearly displayed in the premises;
 - explained to new members of staff, volunteers and parents; and
 - practised regularly, at least once every six weeks.
- Records are kept of fire drills and of the servicing of fire safety equipment.

Emergency evacuation procedure

Every provision is different and the evacuation procedure will be suitable for each provision. It must cover procedures for practice drills including:

- How children are familiar with the sound of the fire alarm.
- How the children, staff and parents know where the fire exits are.
- How children are led from the building to the assembly point.
- How they will be accounted for and who by.
- How long it takes to get the children out safely.
- Who calls the emergency services and when in the event of a real fire.
- How parents are contacted.

Fire drills

We hold fire drills termly and record the following information about each fire drill in the fire drill record book:

- The date and time of the drill.
- Number of adults and children involved.
- How long it took to evacuate (approximately).
- Whether there were any problems that delayed evacuation.
- Any further action taken to improve the drill procedure.

40. Critical Incidences Policy (also known as Lockdown) – Health and Safety

Early Year providers have a responsibility to provide a safe environment for the children and adults in the provision. In the unlikely event of a critical incident or lockdown it is important to keep an accurate record of what happens particularly as certain types of incidences must be reported to the authorities such as health and safety executive, your local authority, OFSTED, children's social care or your insurance provider.

The details regarding these incidences can also help assess the effectiveness of our procedures for preventing and dealing with future critical events.

An intruder gaining unauthorised access to the premises

An intruder is classified as anyone that enters the premises without permission, sometimes an intruder may be known such as a parent or a relation of a child trying to gain access to the child when there is a court order preventing them. Alternatively, a stranger may try to gain entry to the premises, this could be down to a misunderstanding of the boundaries of the property or with the intention of committing a crime. For example, a bogus caller pretending to be from an unknown company in order to steal from the premises.

We ensure that we have the sole use of the parts of the building in which we care for children for the hours of our operation to ensure the safety of children.

Appointments for visitors should be agreed in advance and everyone on site is made aware. Visitors should be asked to sign in with the time that they arrive and leave the premises and should be supervised at all times. At Pre-School, registration of vehicles is also asked for to ensure that there is a record of vehicles entering and leaving the premises too.

Additional measures are also in place such as fingerprint entry systems and telephone entry systems to prevent individuals unauthorised access.

Children's registration forms always ask to identify the person with responsibility for the child, emergency contacts and those who are also authorised with a clearly identified password. Passwords may also be set up by a primary carer prior to someone unfamiliar to the provision picking up a child should circumstance change.

We have an uncollected child policy to support the parental responsibility arrangements.

Procedures

- When faced with an intruder, we calmly inform them in the first instance that they are trespassing and are not allowed to be on the premises, we would then ask them to leave.
- If the intruder is violent, abusive or we have a reason to believe that a person is dangerous, we will move all children and adults to a safe place and call the police. If any attempt is made by the intruder to remove a child by force, we will inform the police immediately.
- Our normal evacuation procedure will cover the evacuation requirements and records in accordance with:
 - 1. Fire
 - 2. Flood
 - 3. Gas Leak
 - 4. Electrical failure.

Attack on a practitioner or parent on the premises or nearby

An attack on a practitioner or parent can consist of abusive, intimidating, threatening or violent behaviour. It can be perpetrated by someone known to you for example a parent being threatening or abusive to a practitioner, or someone unknown for example a parent being attacked by a stranger in a car park.

We understand that managing work related violence will be assessed in the same way as a health and safety issue.

A risk assessment can help identify ways to reduce the risk of violence which could include introducing security measures such as insuring large amounts of cash are not kept on the premises and seeking training opportunities for early years educator to know the early signs of aggression and learn ways to avoid or manage it. Personal safety training can also be an option if early years educator have concerns.

Our policies make it clear that threatening behaviour is not tolerated on the premises and provide parents with clear information on how they can raise any grievances about the provision.

Procedures

- Where possible we will try to calm the individual down before the behaviour gets threatening or violent. The first priority during an attack is the safety of the children and adults in the provision, we will try to move everybody to a safe place and call 999.

- Incidences of physical violence will always be reported to the police and hospital treatment will be sought when necessary.
- Where an incident involves a parent being abusive or intimidating to a practitioner, we will ask the parent to arrange for someone else to drop off and pick up the child.
- If a practitioner is responsible for an attack at work, we will follow appropriate disciplinary procedures.
- Whenever an attack leads to an injury, we will notify our insurance providers.

A terrorist attack or the threat of one

Terrorism is an ongoing danger in society today. Terrorist planned attacks are using methods such as suicide bombings and chemical weapons to cause mass casualties and public intimidation. A terrorist attack or the threat of one can have a major impact on providers that are located or are on outings near the site where a terrorist attack takes place.

It can also be distressing in the families of the children or early years educator are affected by the attacks. The nature of terrorist attacks means that they are unpredictable however we should be prepared for an attack.

Procedures

- As part of a risk assessment for outings we will consider alternative transport routes to take in the event of a terrorist attack or alert during the trip. We will be vigilant to any suspicious activity of packages and report any concerns immediately to the police or counterterrorism hotline on 0800 789 321.
- In the event of a terrorist attack, where we are at the scene of an incident we will try to stay together and follow advice of the emergency services. They will be working to evacuate the area and to treat the wounded or injured. Once safely evacuated we will carry out a headcount to ensure that all children and adults are accounted for and try to contact the children's parents or next of kin to inform them that they are safe.
- If the provision is a safe distance from the scene of an attack, we will stay indoors and listen to the local radio for further information and advice on what to do. If advised by the emergency services, we will evacuate following our emergency evacuation procedures.
- Any injury during an attack to early years educator or children will need to be reported to the health and safety executives.

41. Cleaning Policy

We take steps to ensure that there are effective procedures in place to make sure that all cleaning for all areas and rooms have a working rota and all rooms follow protocol.

Procedures

- The provision has an outside provider who come in everyday to do a clean of the whole provision plus a deeper clean at weekends
- Each room will have its own cleaning rota and it will be listed in daily and weekly – the Room Leader will be responsible to make sure this is done
- Equipment is only cleaned using MILTON
- A three monthly clean of larger items will be monitored and recorded by Management who will employ the cleaner/caretaker to ensure this is done competently
- Cleaner/caretaker are trained in what to use, how to use and how to store all cleaning materials
- COSHH folder holds all cleaning materials used in the provision
- Storage of cleaning materials – at Day Nursery they are kept in the laundry and at pre-school it is kept in a locked cupboard, the key is out of children's reach.

Management of Clinical and general waste

At Harvard Park all clinical and general waste is disposed of correctly.

- Foot operational pedal bins are in use for general waste in all rooms
- Yellow tiger bags are used for nappies and are disposed of in our yellow bin which is collected weekly
- Clinical waste and general waste do not go in the same bins
- Waste bags are emptied twice a day and securely tied
- Clinical waste is stored in yellow storage bin in a designated area.
- The storage is locked and inaccessible to unauthorised persons and pests
- Bins are routinely cleaned inside and out

Hand washing

At Harvard Park all children and staff are taught correctly how to wash and dry their hands to stop cross contamination.

We have posters around the provision to show children and staff how to do this correctly and it is also taught through activities and routines.

Procedures

- Each sink has hand wash and dryers for staff and children
- We use hand gel for staff to use when sanitising hands going from one child to another
- When washing hands without dryers, green paper towels are used – they are kept in baskets or dispensers clearly labelled. These are easily accessible for staff and children.
- Children are taught to wash their hands before eating.
- Children are taught to wash their hands after going to the toilet
- In Baby Studio, there is a small bowl for hand washing
- In Small Steps, there is a mobile sink unit for hand washing

Laundry and Management of linen/soiled clothing

- **DAY NURSERY** – We have a laundry room with a fully working washing machine and separate tumble dryer.
- We have a dirty wash basket for general washing
- We have a red washing bag for soiled items that goes into a separate wash
- Soiled clothing is placed in a plastic bag and sent home
- Clean washing is kept on shelves in each room and off of the floor.

- **PRE SCHOOL** – we have a fully working washing machine which is in the kitchen
- Washing is done daily and hung out to dry.
- All soiled clothing are sent home in plastic bags

42. Promoting health and hygiene - Health and Safety

Policy statement

This provision believes that the health and hygiene of all children is of paramount importance and that all children have a right to feel cared for, considered and welcomed when learning about health and hygiene. We aim to promote health and hygiene through:

Healthy Environments

- The provision is a non-smoking environment – this includes the use of e-cigarettes and vaping devices.
- Children will have plenty of opportunity to play in the fresh air throughout the year, whatever the weather.
- The provision will promote the use of sun cream.
- The provision has a wide range of resources to encourage physical activity.
- There are areas within the provision for quiet times as well as plenty of opportunity for circle games and large physical movement indoors as well as outdoors.
- The provision will ensure that the play rooms are well ventilated, that the toys are sterilised regularly to prevent the spread of infection.
- Any spills of blood, vomit, urine or excrement will be wiped up and flushed away down the toilet. Rubber gloves will be always worn. Floors and the affected areas will be disinfected. If fabrics are contaminated, they will be washed on a hot wash.
- Spare clothing is available in case of accidents and polythene bags are available in which to wrap soiled garments.
- No child to share the same cot, without it being sterilised first and a clean sheet put down
- All Nappy changing areas are to be sterilised every time a child has their nappy changed.
- Toilets are checked and cleaned regularly throughout the day – replenished when necessary.
- The provision is cleaned daily; carpets are done on a regular basis, with spillages thoroughly cleaned as they occur.

Good Hygiene Practices

- Early years educators are to be good role models; demonstrating the washing of hands after using the toilet or before the preparation and eating of food.
- Children are encouraged to wash hands before eating or cooking after using the toilet, touching animals and after playing outside and touching malleable substances such as sand, water, play dough etc. Explanations behind the requests are given.

- Soap, paper towels, water, tissues and toilet roll are always made available and children are taught how to use and dispose of them appropriately.
- Children are also encouraged to use the toilet independently, blow their own noses, and shield their mouths when coughing.
- Gloves and aprons must always be worn when changing nappies or clearing up body fluids and spillages. Staff need to have a good understanding of how infections can be transmitted.

Nappy changing

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

We make necessary adjustments to our bathroom provision and hygiene practice in order to accommodate children who are not yet toilet trained. We see toilet training as a self-care skill that children have the opportunity to learn with the full support and non-judgemental concern of adults.

Procedures

- Parents / carers are made aware of our nappy changing times. Should a child need additional changes between this, parents are informed.
- Where necessary or required, early years educators have a list of personalised changing times for the young children in their care who are in nappies or 'pull-ups'.
- We encourage young children who are potty or toilet training to wear pull-ups, or other types of trainer pants, as soon as they are comfortable with this and if their parents agree.
- Familiar persons undertake changing young children in their rooms – meaning children will not be changed by someone who they do not interact with on a daily basis.
- Children's opinions will be observed and listened too should they want a specific early year's educator to help them change. This may or may not be the child's keyperson.
- Babies and young children are changed within sight of other staff whilst their dignity and privacy at all times.
- Changing areas are warm and there are safe areas to lay young children if they need to have their bottoms cleaned.
- At Day Nursery each young child has their own cubbyhole with their nappies or 'pull ups' and changing wipes within their allocated rooms.

- At Pre-School, parents are requested to provide enough spares for the session in their child's school bag.
- Gloves and aprons are put on before changing starts and the areas are prepared.
- All staff are familiar with the hygiene procedures and carry these out when changing nappies.
- In addition, early years educators ensure that nappy changing is relaxed and a time to promote independence in young children.
- Young children are encouraged to take an interest in using the toilet; they may just want to sit on it and talk to a friend who is also using the toilet with their privacy and dignity being maintained;
- They should be encouraged to wash their hands and have soap and paper towels to hand. They should be allowed time for some play as they explore the water and the soap.
- Early Years Educators are gentle when changing; they avoid pulling faces and making negative comment about 'nappy contents'.
- Early Years Educators do not make inappropriate comments about young children's genitals when changing their nappies
- In addition, we ensure that nappy changing is relaxed and a time to promote independence in young children. We also use this time to sing favourite songs, tell stories together and introduce new words and vocabulary.
- Nappy changing is always done in an appropriate/designated area. Children are not changed in play areas or next to snack tables.
- Older children access the toilet when they have the need to and are encouraged to be independent.
- Nappies and 'pull ups' are disposed of hygienically. The nappy or pull up is bagged and put in the allocated clinical waste bin. Cloth nappies, trainer pants and ordinary pants that have been wet or soiled are rinsed and bagged for the parent to take home.

We have a duty of care towards children's personal needs. If children are left in wet or soiled nappies/pull-ups, this may constitute neglect and will be a disciplinary matter.

Promoting Oral Health

We strive to raise awareness of the importance of good oral health for children. These early years for children are when routines are formed and are often carried through to adulthood. Therefore, our provision is a very important place to introduce a good oral health routine. We actively promote high standards of oral health by encouraging healthy eating and good habits of personal and oral hygiene outside of the provision.

Food/Snacks

- Snacks provided for children and staff will be tooth friendly.
- Tooth friendly snacks will be varied daily, and children will be encouraged to try new foods.
- Any food containing sugar will be restricted to mealtimes only and will be provided on a limited basis.
- Food will be provided or supervised by staff only, in accordance with the provision oral health and food policies.

Drinks

- Only milk and water will be offered to children as drinks throughout the day. Dietary needs will be taken into consideration when offering children milk or milk alternatives.
- Fresh Drinking water is available at all times and easily accessible
- No fizzy drinks or sugary drinks of any kind will be served in the provision.
- Staff, in conjunction with parents, will encourage the introduction of feeder/ free flow cups for babies from 6 months.

Rewards/Special Occasions

- Sweets and chocolate will not be used by staff as rewards for good behaviour.
- Sweets and chocolates are discouraged to celebrate birthdays or special occasions. If this occurs, they will not be consumed on the premises and will be sent home with child for parents to decide.
- Families are encouraged to provide a fruit basket or platter as an alternative to birthday cake to celebrate special occasions such as birthdays.

Toothbrushing At Home

- Parents will be encouraged to continue the regular toothbrushing routine at home.
- Parents can access information and advice about toothbrushing and oral health from staff at the provision.
- The Provision will also have resources and information ready to access online via websites, newsletters and documents.

Children

- Oral health will be included in the curriculum and in any learning opportunities where it is appropriate.

- Visits from a dentist, hygienist or someone who can talk about oral health will be arranged during the educational year.
- Oral health will feature as a theme at the provision prior to, during or after these visits. e.g. dental corner, stories, songs, poems, art etc.
- Good oral hygiene will be encouraged at all times.

Parents

- Where possible, parents will be asked to provide details of the family dentist as well as GP on enrolment. Parents who do not provide this information will be supported and advised to sign up as soon as possible.
- Parents will be provided with an information point, which will include information about oral health
- Parents are discouraged from sending in confectionary as a snack or treat.
- Parents are advised to stop using dummies/pacifiers once their child is 12 months old.

Staff

- Staff will be involved in the development and implementation of the oral health policy.
- Appropriate training and information about relevant resources will be available to staff prior to implementation of the policy guidelines.
- The oral health policy will be included as part of the induction of new staff.
- The policy will be reviewed and updated on an annual basis.

Further Guidance:

- Infant and Toddler Forum: Ten steps for Healthy Toddlers:
<https://infantandtoddlerforum.org/toddlers-to-preschool/healthy-eating/ten-steps-for-healthy-toddlers/>
- [Find a dentist - NHS \(www.nhs.uk\)](https://www.nhs.uk)

43. Managing children with allergies, or who are sick or infectious - Health and Safety

(Including reporting notifiable diseases)

Policy statement

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

Procedures for children with allergies

When parents start their children at the provision they are asked if their child suffers from any known allergies, we will ask a parent to supply us with a comprehensive list from other professionals that we can display for the staff and the cook. This is recorded on the registration form and all about me form.

If a child has an allergy, a care plan is completed to detail the following:

- **The allergen** (i.e. the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.).
- **The nature of the allergic reactions** e.g. anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.
- **What to do in case of allergic reactions**, any medication used and how it is to be used (e.g. Epi-pen).
- **Control measures** – such as how the child can be prevented from contact with the allergen.
- **Review measures.**

This care plan form is kept in the child's personal file and a copy is displayed where staff can see it as well as a copy in the kitchen. Additional copies may be displayed in the offices and medication cupboard.

- No nuts or nut products are used within the provision. Staff, Students and Volunteers are aware of this and are asked to not bring any nuts or nut products in for their lunch or break times. Parents are made aware so that no nuts or nut products are accidentally brought in, for example to a party or as snacks in their pockets. We can also not take responsibility for cross contamination.

Insurance requirements for children with allergies and disabilities

- The insurance will automatically include children with any disability or allergy but certain procedures must be strictly adhered to as set out below. For children suffering life threatening conditions, or requiring invasive treatments; written confirmation from your

insurance provider must be obtained to extend the insurance.

- At all times We ensure that the administration of medication is compliant with the Safeguarding and Welfare Requirements of the Early Years Foundation Stage.

Oral Medication

Asthma inhalers are now regarded as "oral medication" by insurers and so documents do not need to be forwarded to your insurance provider.

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- The provision must be provided with clear written instructions on how to administer such medication.
- All risk assessment procedures need to be adhered to for the correct storage and administration of the medication.
- The provision must have the parents, carers or guardian's prior written consent. This consent must be kept on file. It is not necessary to forward copy documents to your insurance provider.

Lifesaving medication & invasive treatments - adrenaline injections (Epi-pens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc.) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

The provision must have:

- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
- written consent from the parent or guardian allowing staff to administer medication; and
- proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community paediatric nurse.
- Copies of all three letters relating to these children must first be sent to the Morton Michel Insurance Department for appraisal
- Confirmation will then be issued in writing confirming that the insurance has been extended.

Key person for special needs children - children requiring help with tubes to help them with everyday living e.g. breathing apparatus, to take nourishment, colostomy bags etc.

The provision must have:

- Prior written consent from the child's parent or guardian to give treatment

and/or medication prescribed by the child's GP.

- Key person and at least 2 additional early year's educators are to have the relevant medical training/experience, which may include those who have received appropriate instructions from parents or guardians, or who have qualifications.
 - Copies of all letters relating to these children must first be sent to the Morton Michel Insurance Department for appraisal
 - Written confirmation that the insurance has been extended will be issued by return.

If we are unsure about any aspect, we contact our Insurance Department – COvea (formally Stirling).

Further guidance:

- [Health protection in education and childcare settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/health-protection-in-education-and-childcare-settings)

Procedure for children who are sick or infectious

- If children appear unwell during the day – have a temperature, sickness, diarrhoea or pains, particularly in the head or stomach – a member of staff calls the parents and asks them to collect the child, or send a known carer to collect on their behalf.
- **Public Health England's definition of Diarrhoea is 3 or more liquid or semi-liquid stools in a 24-hour period.**
- If a child has a temperature, they are kept cool, by removing top clothing, sponging their heads with cool water, but kept away from draughts.
- The child's temperature is taken using a head strip thermometer or a digital forehead thermometer.
- If the child's temperature does not go down and is worryingly high then we may give them Calpol or another similar analgesic, after first obtaining verbal consent from the parent where possible. This is to reduce the risk of febrile convulsions, particularly for babies. Parents will sign the medication record when they collect their child.
- **If child's paracetamol (Calpol or Neurofen) is administered, parents / carers must come and collect child with an hour of administration.**
- In extreme cases of emergency, the child should be taken to the nearest hospital and the parent informed via an ambulance. Where an ambulance will not or is unable to attend at the time of the call, a registered cab company will be contacted and a familiar member of staff (more often than not from their allocated room or keyperson) will accompany the child to the hospital.

- Parents are asked to take their child to the doctor before returning them to nursery; the nursery can refuse admittance to children who have a temperature, sickness and diarrhoea (3 or more episodes in 24 hours) or a contagious infection or disease.
- Where children have been prescribed antibiotics, parents are asked to keep them at home for 48 hours before returning to the provision. **This is to see if any reaction occurs to the medication given.**
- After sickness and / or diarrhoea, parents are asked to keep children home for 48 hours or until a formed stool is passed and from the last time a child vomited. This is the same for any staff member showing these symptoms.
- Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross contamination maybe suspended for the duration of the outbreak.
 - We have a list of excludable diseases and current exclusion times. The full list is obtainable from: [Exclusion table – GOV.UK \(www.gov.uk\)](https://www.gov.uk) and includes common childhood illnesses such as measles.
- **Treatments are required for the following infectious diseases before a child is allowed back in the provision:** Conjunctivitis, Ringworm or Impetigo.

Reporting of 'notifiable diseases'

- If a child or adult is diagnosed suffering from a notifiable disease under the Health Protection (Notification) Regulations 2010, the GP will report this to UK Health Security Agency.
- When we become aware, or are formally informed of the notifiable disease, a director will inform Ofsted and the local UK Health Security Agency, and acts on any advice given.

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis, (A, B and C) are spread through body fluids. Hygiene precautions for dealing with body fluids are the same for all children and adults. We will use:

- Single use vinyl gloves and aprons are worn when changing children's nappies, pants and clothing that are soiled with blood, urine, faeces or vomit.
- Protective rubber gloves are used for cleaning/sluicing clothing after changing.
- Soiled clothing are rinsed and either bagged for parents to collect or laundered in the nursery.
- Spills of blood, urine, faeces or vomit are cleared using mild disinfectant solution and mops; cloths used are disposed of with the clinical waste.
- Tables and other furniture, furnishings or toys affected by blood, urine, faeces or vomit are cleaned using a disinfectant.

- Children or families are not excluded because of HIV and any other illnesses

Nits and head lice

- Nits and head lice are not an excludable condition, although in exceptional cases a parent, carer or guardian may be asked to keep the child away from the provision until the infestation has cleared.
- On identifying cases of head lice, all parents are informed and asked to treat their child's hair as well as the family if they are found to have head lice.

Infection control

Good practice infection control is paramount in early years settings. Young children's immune systems are still developing, and they are therefore more susceptible to illness.

Prevention

- Minimise contact with individuals who are unwell by ensuring that those who have symptoms of an infectious illness do not attend settings and stay at home for the recommended exclusion time.
- Always clean hands thoroughly, and more often than usual where there is an infection outbreak.
- Ensure good respiratory hygiene amongst children and staff by promoting 'catch it, bin it, kill it' approach.
- Where necessary, for instance, where there is an infection outbreak, wear appropriate PPE.

Response to an infection outbreak

- Manage confirmed cases of a contagious illness by following the guidance from the [UK Health Security Agency \(UKHSA\)](#)

Informing others

Early years providers have a duty to inform Ofsted where this is a confirmed case of a Notifiable Disease in their setting. Coronavirus is now classed as a 'Notifiable Disease'.

Please note that it is not the responsibility of the setting to confirm a notifiable disease. This can only be done by a clinician (GP or Doctor). If a child is displaying symptoms that indicate they may be suffering from a notifiable disease parents must be advised to seek a medical diagnosis, which will then be 'notified' to the relevant body. Once a diagnosis is confirmed, it is the provider's duty to notify Ofsted and to take advice from the UKHSA.

Considerations for closure of our early years provision

Closures have been raising both nationally and locally in Early Years provisions this obviously has disrupted education for children. Advice has been sort from many providers from the Early Years and Childcare service about what can be done to avoid closures. Refer to [Nursery closures](#) document for more information.

Where Harvard Park has concerns about the impact of staff absence (such as our Designated Safeguarding Person or first aiders), we will discuss them immediately with the registered person and the Early Years Team if considering closure.

44. Drugs, Alcohol and the use of Cigarettes or Vaping Devices

Smoking Statement – Cigarettes, E Cigarettes and Vaping

We comply with health and safety regulations and the Safeguarding and Welfare Requirements of the Early Years Foundation Stage in making our provision a no-smoking environment - both indoors and outdoors. This policy applies to anything that can be smoked, including cigarettes, pipes (including water pipes such as shisha and hookah pipes), cigars and herbal cigarettes, and it also applies to electronic cigarettes (also known as e-cigarettes and vaping devices).

The policy applies to employees, parents, visitors, members of the public, contractors and others working or using the Nursery premises or vehicles. This policy will be clearly advertised and visitors to the school will be informed of it.

- All staff, parents and volunteers are made aware of our No-smoking/ Vaping Policy.
- No-smoking signs are displayed.
- No persons to smoke or vape in the building, including toilet areas and play areas. This also includes outside the premises. This includes the use of E-Cigarettes and Vaping devices.
- All staff are prohibited from smoking or vaping in their uniforms. This includes during working hours as well as while travelling to and from work.
- Staff who smoke/ vape or use e-cigarettes during their scheduled breaks go well away from the premises.
- Smoking/ vaping on off-site visits or trips is not permitted.
- Staff who smoke or vape during their break make every effort to reduce the effect of the odour and lingering effects of passive smoking for children and colleagues.
- Staff are made aware that failure to adhere to this policy and procedures may result in disciplinary action.
- It is a criminal offence for employees to smoke in smoke-free areas, with a fixed penalty of £50 or prosecution and a fine of up to £200.

Legal framework

- The Smoke-free (Premises and Enforcement) Regulations (2006)
- The Smoke-free (Signs) Regulations (2012)

Drugs and Alcohol Statement

It is **ILLEGAL** to use drugs or drink alcohol before and/or during your working hours. As this may cause detriment to your individual health, social functioning and may alter your work performance putting you and others at risk. It could affect your attendance, time keeping, efficiency, and/or conduct. Misuse also includes the possession, use or supply of illegal drugs on the premises.

Early years educators taking medication, which they believe may affect their ability to care for babies and children, should seek medical advice and only work directly with babies/children if that advice is that the medication is unlikely to impair their ability to look after children.

Day Nursery: Staff members bringing in prescribed drugs, medication or pain-killers must be kept in your bag and locked in your lockers. All staff that has to take regular medication - it needs to be recorded on your personal file and in your Health Declaration. Anyone who has severe allergies to anything must inform Management so we can support you with this accordingly. Along with this you must supply us with the correct procedures and medication i.e. Epi pen or inhaler.

Pre-School: Staff members bringing in prescribed drugs, medication or pain-killers must be kept in your bag and kept in the allocated cupboard as the kitchen door is always closed. All staff that has to take regular medication - it needs to be recorded on your personal file and in your Health Declaration. Anyone who has severe allergies to anything must inform Management so we can support you with this accordingly. Along with this you must supply us with the correct procedures and medication i.e. Epi pen or inhaler.

Volunteers/Students: Should you need to bring in prescribed drugs, medication or pain-killers these must be kept in your bag and kept with a member of the management team. Anyone that has to take regular medication - it needs to be recorded on your personal file while you are on your placement. Anyone who has severe allergies to anything must inform Management so we can support you with this accordingly. Along with this you must supply us with the correct procedures and medication i.e. Epi pen or inhaler.

Staff who become unwell i.e. headache or severe period pains etc. and need painkillers in an emergency or in urgency, can come to the office where we keep some in their original wrappers staff have to take and sign and say they take full responsibility. Staff should supply their own painkillers as and when necessary.

Procedures for parents found to be under the influence of drugs or alcohol

Should a parent/carer picking up a child from Harvard Park present themselves as being under the influence of drugs or alcohol the following procedures will be taken.

- Should any parent/carer be under the influence of drugs or alcohol, we will ask that someone comes with the parent/carer to take responsibility of the child before a member of staff gives up their responsibility of the child.
- Should this not happen, although we have no legal right to withhold a child from parent/carer, we however reserve the right to contact any relevant authorities that we may feel appropriate, i.e. police, partner, etc.

Your child's safety is our main concern and as such this will determine the course of action taken.

Procedures for staff found to be under the influence of alcohol or drugs

Should a member of staff be found under the influence of alcohol or drugs of any illegal form, before or during the provision's session, they will be immediately asked to leave the premises and told to return home. Thereafter disciplinary procedures will begin

Early years educators taking medication, which they believe may affect their ability to care of babies/children, should seek medical advice and only work directly with babies/children if that advice results in the medication is unlikely to impair their ability to look after children and babies alike.

45. Online Safety (including mobile phones, camera's and tablets)

Policy Statement

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the provision.

To ensure our online safeguarding practice is in line with statutory requirements and best practice we will access the guidance 'Safeguarding children and protecting professionals in early years provisions: online safety considerations'. Furthermore, we will share with our staff the 'Online Safety Guidance for Early years educator' guidance (please refer to further guidance section).

Harvard Park sees the children's health and safety as of paramount importance. We understand that prolonged use of inactive ICT equipment such as a computer can lead to health problems such as eye strain and obesity, we therefore limit the children's time on these apparatus to twenty minutes. All internet sites will be vetted by staff to ensure their appropriateness before children are able to access them. Harvard Park endeavour to ensure that all resources in the provision are free from any violence and stereotyping. We provide resources with positive images which reflect the diversity of our community.

Procedures

Our designated person (manager) responsible for co-ordinating action taken to protect children is:

Carol Mayell – Day Nursery

Poonam Randhawa – Pre-School

Camera/Photography Image policy

Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements and are an effective form of recording their progression in the Early Years Foundation Stage. They may also be used on our website, Facebook page and/or on displays with permission from the parents, which can be seen in their child's details. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Only the designated Harvard Park cameras, tablets and phones are to be used to take any photos within the provision or on outings. Images taken on these cameras, tablets and/or phones must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress. All staff are responsible for the location of the cameras, tablets and phones; all of which should be placed within the manager's office or for pre-school, the lockable cupboards above the computer.

Day Nursery: Tablets (9) Cameras (1) Phones (3)

Pre-School: Tablets (5) Phones (2)

Images taken and stored on the cameras/tablets must be downloaded on site as soon as possible, ideally once a week by the IT Consultant who is the designated member of staff and kept for Learning Journal purposes for one month. Day Nursery phones are used for outing purposes and emergency calls will off site only. Pre-School have their main line for the setting and then a secondary outing phone which is used only for outing purposes and emergency calls while offsite.

Under no circumstances must cameras/tablets of any kind be taken into the toilet area or nappy changing area. If photographs need to be taken in the toilet area i.e. photographs of the children washing their hands, then the Deputy/Directing manager must be asked first and staff to be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.

Under no circumstances are students, volunteers or work experience, allowed to use the cameras/tablets. If they are supervised or taking a picture of a member of staff doing an activity, they must hand over the camera/tablet to a practitioner when the task is complete. At no other point should they come into contact with image capturing technology.

In the event of a camera, tablet and/or being misplaced or lost, a full search of the building and staff fleeces/ yellow coats will be conducted. Early years educators are to try and remember where they last had it and who had it last. If the camera/tablet/phone is not found, a search of staff personal belongings will be conducted. If after these, a phone call to the police will be conducted by Manager in charge for that day. The same procedure will be followed in the case of a missing camera, tablet or memory card.

Failure to adhere to the contents of this policy will lead to disciplinary/safe guarding procedures being followed.

Safety (inc. mobile phones and cameras)

Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the provision.

Our designated person responsible for co-ordinating action taken to protect children is: Amy Saunders and our IT Support - Quantus Ltd - [Unique Business Systems Integration Company - QIS Ltd](#)

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the provision is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.
- The designated person ensures that safety provisions are set to ensure that inappropriate material cannot be accessed.

Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- If staff access the internet with children for the purposes of promoting their learning, written permission is gained from parents who are shown this policy.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded and risk assessments in relation to online safety are completed.
- Children are taught the following stay safe principles in an age-appropriate way prior to using the internet;
 - only go online with a grown up
 - be kind online
 - keep information about me safe
 - only press buttons on the internet to things I understand
 - tell a grown up if something makes me unhappy on the internet
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age-appropriate ways.
- If a second-hand computer, tablet, camera or mobile phone is purchased or donated to the provision, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.

- Children are not allowed to access social networking sites.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.
- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at www.ceop.police.uk.
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or ChildLine on 0800 1111 or www.childline.org.uk.

Email

- Children are not permitted to use email in the provision. Parents and staff are not normally permitted to use provision equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff send personal information by encrypted email and share information securely at all times.

Mobile phones – children

- Children do not bring mobile phones or other ICT devices with them to the provision. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in managers office until the parent collects them at the end of the session.

Mobile phones – staff and visitors

- Personal mobile phones are not used by our staff on the premises during working hours. They will be stored in lockers or a locked drawer (Day Nursery), in staff bags in a cupboard in the kitchen away from children (Pre-School).
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager and/or director.
- Our staff and volunteers ensure that the provision telephone number is known to family and other people who may need to contact them in an emergency.
- Personal mobile phones are not taken out on outings under any circumstance. The provision has designated phones with relevant contact numbers in case of emergencies.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present. These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other provisions.

Smart watches and other devices which connect to onsite WIFI or mobile networks

- Personal smart watches or other WIFI enabled devices are not used by our staff on the premises during working hours. They are to be put on aeroplane mode as to not receive notifications during working hours.
- Under no circumstances are these allowed to be used for anything other than telling the time within the provision. This includes on outings where children from the premises are present.
- These rules also apply to the visitors or outside agencies supporting staff in other provisions.

Cameras and video-recording equipment (incl. Tablets)

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the provision.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the provision, with written permission received by parents (see the Registration form). Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included, if possible. Where this is not possible, we kindly ask parents to only photograph their child. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children onto social media or other platforms.
- If photographs of children are used for publicity purposes, parental consent must be given and safeguarding risks minimised, for example, ensuring children cannot be identified by name or through being photographed in a sweatshirt with the name of their provision on it.

Social media

- Staff are advised to manage their personal security provisions to ensure that their information is only available to people they choose to share information with.
- **Staff should not accept children and parents as friends due to it being a breach of expected professional conduct while the child is on role and accessing our services.**
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their provision.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If an early years

educator and family are friendly prior to the child coming into the provision, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

Electronic learning journals for recording children's progress

- Managers seek permission from the senior management team and parents prior to using any online learning journal for evidence which may need to be provided to an outside agency.
- Staff adhere to the guidance provided with the system at all times. This may be by the provision or the company itself. It is not limited to these two options.
- Under no circumstances are passwords and pin numbers used to access the electronic learning journals outside of working hours.

Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to take, use and / or distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
- Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).
- We are registered with ICO.

Further guidance

- NSPCC and CEOP *Keeping Children Safe Online* training: www.nspcc.org.uk/what-you-can-do/get-expert-training/keeping-children-safe-online-course/
- Safeguarding Children and Protecting Professionals in Early Years Provisions Online Safety Considerations for Managers:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/776470/UK_CIS_Early_Years_Online_Safety_Considerations_for_Managers.pdf
- Safeguarding Children and Protecting Professionals in Early Years Provisions Online Safety Guidance for Early years educator:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/776473/UK_CIS_Early_Years_Online_Safety_Guidance_for_Early_years_educator_1_.pdf
- Early Years early years educator: using cyber security to protect your provisions:
<https://www.ncsc.gov.uk/guidance/early-years-early-years-educator-using-cyber-security-to-protect-your-provisions>

Amended by Poonam Randhawa – 13/11/2024.

46. Harvard Park's Forest School

Policies and Procedures

Policy Statement

Harvard Park will stay true to the principles and ethos described by the Forest School Association (FSA). All children will have the opportunity to experience and access Forest school before they leave to attend primary school. They will have the opportunity to engage in open ended, practical experiences set in a natural environment. We will ensure the children have the space and time to develop their confidence as well as their love of nature and learning.

The Forest School Leader will document all forest school experiences on the children's personal EyLog journals. Parents/Carers are provided with a 6-week learning plan before their child starts the forest school sessions. Parents/carers are asked for a written statement if they do not want their child taking part, explaining this decision. Parents/carers are informed of the dates forest school will be running for via email and will be informed of any cancelled sessions. The Forest School Leader is available to speak with via email, phone call or face to face should Parents/carers have any questions during their child's 6-week forest school programme.

Forest School Leader Responsibilities

- To ensure this policy is reviewed annually or before if there are changes in circumstances.
- Ensure all supporting early years educators and/or adults have read their handbook as well as the relevant policies.
- Undertake risk assessments, record any significant findings and review these annually or before if there is a change in circumstance. This includes the use of a visual risk assessment before each forest school session.
- Ensure there are evacuation procedures in place and tested where the forest school session is on site.
- To report any health and safety issues to a manager or director on a regular basis,
- Ensure there is adequate first aid provision available and kept up to date.

Accident and Emergency / Serious Incident Reporting.

Before each forest school session, all adults and/or early years educators will be given a full and comprehensive safety briefing. This will include, but is not limited to, areas where there

is no access, boundary points, first aid, emergency procedures, any vegetation that maybe toxic and specific briefing relating to the tool or experiences being offered.

Procedure for accident and Emergency response

In the rare event of a serious incident or the need to alert the emergency services this procedure will be followed:

- FSL (Forest school leader) will signal to all participants that they need to return to the main area which will be known as 'base'.
- If a participant or supporting adult is injured the FSL will phone the emergency services whilst staying with the casualties. Where there is another member of staff present, they will phone the main office and request additional adults on site.
- FSL will wait with the casualties while the emergency services arrive and accompany them to hospital if necessary.
- Any supporting adults will secure the site and return to the premises. Parents and carers will be contacted.
- FSL will complete a full and comprehensive account of the incident or injury.
- A full meeting with FSL, other members of the provision team, senior leadership team will be called to review and amend policies and procedures if appropriate.
- In minor cases, the Forest School Leader will arrange to contact the injured party's emergency contact so they can be collected and taken to hospital, doctor or home as appropriate.

Emergency contact numbers:

Emergency Services: **999**

Day Nursery: **0208 890 3715**

Pre-School: **0798 4258 580** (sessions will be conducted onsite).

Requesting Attendance by Emergency Service:

Dial 999 and ask for the relevant service/s: be ready with the following information:

- Phone number
- Post Code and address
- What 3 words reference – cubes.fleet.inch (Feltham Green – Day Nursery)
song.oils.asks (Day Nursery Premises)
caked.agent.twig (Forest Area – Smallberry Green, Pre-School)

First Aid

Newly qualified staff who achieved an early years qualification in Level 2 or 3 on or after 30th June 2016 must also have a paediatric First Aid certificate in order to be counted in adult: child ratios. In our provision staff are able to take action to apply first aid treatment in the event of an accident involving a child or adult. All staff with current first aid training are on

the premises or on an outing at any one time. The first aid qualification includes first aid training for infants and young children.

We have evidence of due diligence when choosing first aid training and ensure that it is relevant to adults caring for young children.

Procedures The First Aid Kit Our first aid kit complies with the Health and Safety (First Aid) Regulations 1981 and contains the following items only:

- Triangular bandages (ideally at least one should be sterile) - x 4.
- Sterile dressings: - Small x 3. - Medium x 3. - Large x 3.
- Composite pack containing 20 assorted (individually-wrapped) plasters x 1.
- Sterile eye pads (with bandage or attachment) e.g. No 16-dressing x 2.
- Container or 6 safety pins x1.
- Guidance card as recommended by HSE x1.
- Any life saving medication such as inhalers or EpiPens are taken with and returned to the correct place after each session.

In addition to the first aid equipment, each box should be supplied with:

- 2 pairs of disposable plastic (PVC or vinyl) gloves.
- 1 plastic disposable apron.
- a children's forehead 'strip' thermometer.
- A supply of cool packs is available.

The first aid box is easily accessible to adults and is kept out of the reach of children. The Forest school leaders responsible for replenishing and checking the contents of the first aid boxes before and after each session.

- Medication is only administered in line with our Administering Medicines policy
- In case of minor injury or accident, first aid treatment is given by a qualified first aider.
- In case of minor injury or accidents we normally inform parents/carers when they collect their child, unless the child is unduly upset or we have concerns about the injury. In which case we will contact the child's parents for clarification of what they would like to do i.e., Collect the child and/or take them to their own GP.

Extreme Weather.

Harvard Park is accessible to all children aged over 3 years and throughout all seasons and weather. In the event of extreme weather, at the discretion of the Forest School Leader, forest school can be cancelled. In the event of a cancellation, children will remain in the

setting and continue with learning. The cancelled session will be re-arranged for the same week or will be extended for a week.

Procedure for extreme weather

Forest school leaders will assess the weather before each session. This will include a visit to the site. Weather assessment will include but is not limited to:

- Wind Speed
- Wind chill
- Local weather reports
- Early Years Advice
- Government Advice

Forest School will be cancelled in all cases where there is an electrical storm present.

Clothing Policy

All children, early years educators and supporting adults must be wearing the correct clothing and footwear before attending forest school sessions. The forest school leader can refuse to take a child if they are dressed inappropriately. We have a bank of spare clothing which we will use to help the child dress appropriately before refusing their attendance. This is to ensure that all children have access to this activity in accordance with our equality policy.

Examples for suitable clothing for a session in autumn or winter: cold/wet weather

- Waterproof boots or wellingtons
- Long trousers
- Long sleeved tops and jumpers
- Layers of clothes for warmth
- Hat
- Gloves
- Scarf
- Fleece
- Waterproof coat
- Thick socks

Examples for suitable clothing for a session in Spring or summer: warmer/dry weather

- Long light trousers
- Long sleeved light tops and jumpers
- Light waterproof coat
- thin socks

- trainers or sturdy Velcro shoes
- Sunhat or cap
- suncream to be applied before coming to start their nursery or pre-school session

Toileting

During our forest school session, there will be no toileting facilities. All children and adults are encouraged to use the toilet before we leave the provision. Under no circumstances will children or adults be using any part of the forest school area to urinate. If necessary, an additional staff member will be called to come and collect the child to take them to the day nursery.

At pre-school, the supporting adult will ask for an early years educator to come and let the child back into the setting and out again once they have finished in the toilet. Under no circumstances will children or adults be using any part of the forest school area to urinate.

Forest School Leader and Supporting adult must:

- Make sure all children go to the toilet before they leave the building
- Make sure you have spare clothes in your emergency bags for accidents
- Make sure you have nappies available
- If local to the provision i.e. forest garden (Pre –School only), call for someone to take a child to the toilet if necessary – use nursery phone if Day Nursery has gone offsite.
- If on a longer trip look out for toilets on your way to maybe use if necessary.

Insurance cover: We have public liability insurance and employers' liability insurance. The certificate for public liability insurance is displayed on the wall at both provisions.

Conservation Policy for children and adults

Whatever area we use, we must: -

- Look after the surroundings
- Respect all the living and non-living – growth, animals and equipment
- Make sure we look after all plants and growth
- Look after resources
- We must make sure we add to new growth
- Where old growth, we are able to make pathways if there aren't any visible
- Tidy up after ourselves

Manual Handling

At forest school, there are experiences which will involve moving or lifting heavier objects. We recognise how easy it is to injure oneself when moving objects of a natural nature.

PPE Requirements for collecting and moving natural materials:

- Long sleeves and trousers to protect limbs from cuts
- Closed shoes to protect feet in case of dropping natural materials
- Protective glove if moving or collecting spikey vegetation

Parents are informed of the clothing requirements required for children to participate safely.

Procedures

- Forest school leaders will demonstrate and use appropriate and safe techniques. This includes bending of the knees and keeping a straight back when lifting objects.
- All participants will be encouraged to think about special awareness when moving or carrying objects.
- Any female adults who may be pregnant will be advised not to lift heavy items at any time including children.

Risk Management

All aspects of a forests school experience carry risks. At Harvard Park all experiences will have been assessed through risk assessment to ensure the children are kept safe during each and every session.

In addition, the Forest School Leader will complete:

- A full and comprehensive visual risk assessment will be conducted before each and every session.
- Risk Assessments for all experiences will be completed.

All risk assessments will be reviewed annually or before an incident arises.

All forest school participants, parents/carers and staff must understand that risks can be minimized by cannot be eliminated altogether, and health and safety concerns need to be balanced against the potential benefits of any activity.

Children, young people and adults will suffer occasional bumps, bruises and cuts which are a part of everyday life. The application of exposure to simple risks with the training of forest school leaders will ensure everyone is as safe as they can be whilst enjoying Forest School and learning.

Tools and Equipment

Using tools and equipment is a key part for forest school and offers experiences that children may not get through other educational channels. Tools will only be used with children in accordance with the risk assessments. During Forest school, children will be presented with, but is not limited to: peelers, scissors, knives and/or carving tools, mallets and gardening tools.

Tools and equipment will always be introduced to children on an age and stage appropriate basis. Under no circumstances are children ever left unattended with tools or are able to leave the site with tools. All tools are counted in and out by the Forest School Leader and remain on their person in the rucksack until back on the premise.

Points to remember when introducing tools to children.

- Risk assessment to be completed or added to the risk assessment
- Ensure the tools are age appropriate
- You know your children / each needs to be treated as individuals and consideration given for their suitability to handle tools
- Demonstrate how to use the tools safely / naming each tool
- Supervision is a key element to introducing tools
- Explanation of what to do
- Small groups with maintaining adult child ratios for small group

Safety Briefing for tools including PPE

During activities where tools will be in use, children will be given a safety demonstration by the Forest School Leader and will be adjusted based on the language level of the group. This demonstration will include, but not be limited to:

- Children will need to be at arm's length from their peers at all times.
- All cuts or cutting actions are made away from the body – never towards or without safety gloves.
- Cut down to a hard surface such as a chopping board
- To only work with one tool at a time.
- All tools not being used need to be given back to the forest school leader or supporting adult.
- Tools are never left on the floor and never leave the tuff tray.
- Tools always face the floor and are never waved around in the air.
- Adults are here to help so if you need help – ask and wait for one of us to come and support you.

Procedure for walking to the forest school site – Day Nursery

All children, early years educators and/or supporting adults will be walking to the forest school area from Harvard Park. The forest school site is located on Feltham Green is the fenced area, on occasion we will use the unfenced area.

All participants will:

- Leave the provision via the door or back entrance.

- Walk in pairs with high visibility vests with a qualified adult at the front and a qualified adult at the back of the line.
- Walk along the high street using the Green Cross Code at appropriate crossings.

Forest School Leader will:

- Head count all children and adults before leaving the provision.
- Fill in the appropriate outing form with the relevant information including current contact number.
- Inform the office when we are leaving.
- Head count all children and adults on entering the Forest School site
- Head count all children and adults on during the forest school session
- Head count all children and adults on re-entering the provision.

This policy and procedure should be referenced against the following policies:

- 13. Valuing diversity and promoting inclusion and equality.
- 16. Child Protection and Safeguarding young people and vulnerable adults
- 17. Child Protection Procedure
- 21. Missing Child
- 31. Health and Safety General Standards
- 32. Manual Handling
- 33. Risk Assessment
- 34. Supervision of Children on outings and visits
- 36. Medication Administration and First Aid

These additional policies and procedures will be worked with while conducting forest school sessions and will be referenced and adhered to throughout.

47. Mental Health and Well-Being

The Mental Health and Well-Being Designated Lead at Harvard Park Day Nursery is Tracey Milstead and Nicki Saunders. The designated Safeguarding Lead is Carol Mayell.

The Mental Health and Well-Being Designated Lead at Harvard Park Pre School-Tracey Milstead and Nicki Saunders. The designated Safeguarding Lead is Poonam Randhawa.

What is this policy?

A staff wellbeing policy explains and sets out the setting's commitment to the wellbeing of all early year's educators. It should outline how the setting will support its staff, its ongoing commitment to staff training, and ensuring that all early year's educators are treated fairly and professionally at all times. It should be also reviewed and monitored against the National Health and Safety standards.

Who is in charge of Wellbeing?

The setting recognises the statutory responsibilities related to employment and staff have the primary responsibility for their own health and wellbeing, this policy should also be viewed alongside other policies and procedures in relation to duty of care as an employer to all members of staff.

These may include (but are not limited to):

- Attendance/ Absence Policy;
- Health and Safety Policy;
- Valuing Diversity and Promoting Equality;
- Complaints Procedure;
- Whistleblowing Procedure.

How will this policy be communicated?

This policy can only impact upon practice if it is a (regularly updated) living document. It must be accessible to and understood by all stakeholders. It will be communicated in the following ways:

- Sent via email to all staff
- Available in paper format in the staffroom
- Part of induction programme for all new staff (including volunteers and students)
- Integral to updates and training for all staff

- Reviews of this policy will include input from all staff, helping to ensure further engagement

Policy Statement

We want to ensure that staff are supported and encouraged to develop personally and professionally. We recognise that staff are our most important resource and we seek to value our staff through personal and professional support, involvement in decision-making and access to professional development. We have a duty to ensure the health, safety and welfare of its employees as far as reasonably practicable. It is also required to have in place measures to mitigate as far as practicable factors that could harm employees' physical and mental wellbeing, which includes work-related stress. This duty extends only to those factors which are work-related and within the setting's control.

This policy accepts the Health and Safety Executive definition of work-related stress as "the adverse reaction a person has to excessive pressure or other types of demand placed on them". There is an important distinction between 'reasonable pressures' which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them.

This policy recognises that there are many sources of work-related stress and that stress can result from the actions or behaviours of managers, employees or children.

We are committed to making sure that this Staff Wellbeing Policy is implemented so that each individual is able to cope successfully with the demands in their lives, whatever the cause of stress within an understanding and accepting environment.

The purpose of this policy is to maintain an ethos which supports staff health and wellbeing by making sure that all employees are treated fairly and consistently.

Scope

This policy describes the setting's approach to promoting positive staff wellbeing. This policy is intended as guidance for all staff including volunteers and students. It should be read in conjunction with other relevant policies.

Policy aims

- To develop a healthy, motivated workforce who are able to deliver a high-standard of care and education to children.
- To help ensure that our setting promotes the health and wellbeing of all staff members, recognising the impact work can have on employees' stress levels, mental and physical health.

- Develop and maintain a positive health and safety culture through regular communication and consultation with staff on health and safety matters.
- To recognise that excessive hours of work can be detrimental to staff health and effectiveness and to agree on flexible working practices where possible (managements discretion).
- To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- To encourage staff as individuals to accept responsibility for their own mental, physical and emotional wellbeing.
- To comply with all statutory requirements.
- To respond sensitively to external pressures which affect the lives of staff members.
- To provide staff with training to deal positively with stressful incidents and provide them with a sense of confidence to deal with emergencies via training.
- To improve staff development, co-operation and teamwork.
- To make staff members aware of the channels which can be used to manage and deal with stress or work-related health and wellbeing issues.

Legislation

Pieces of legislation that will be considered when promoting positive mental, physical and emotional wellbeing, including, but not exclusively:

- The Health and Safety at Work Act 1974
- The Equality Act 2010
- Working Time regulations 1998
- Employment Rights Act 1996
- Employment Relations Act 1999

Roles and Responsibilities

The Managers and Directors:

- Will support in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress.
- Foster a supportive work environment, operating in a fair and consistent manner.

- Will ensure that there is clear communication between staff and management with regards to all areas of provision life.
- Will create reasonable opportunities for employees to discuss concerns and will enable staff to do so in an environment where stress is not considered a weakness.
- Follow agreed procedures when there are concerns or absence due to work related stress and other mental-health problems, ensuring that a return-to-work format is completed and support is offered whilst staff is absent and upon return to work.
- Will monitor and review any measures that are planned and assess their effectiveness.
- Ensure that all staff have access to regular training sessions on health and wellbeing in staff meetings.
- Ensure practical strategies to deal with mental, physical and emotional wellbeing issues are shared with staff team and that they are given the appropriate time and resources to undertake this.
- To conduct an annual survey of staff, focussed on health and wellbeing, and share and act upon results.

Staff:

- Will act in a manner that respects the health and safety needs of themselves and others whilst in the workplace and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or colleagues.
- Will make themselves aware of all the relevant policies e.g. Capability, Staff attendance, health and safety.
- Seek support or help if required. This includes understanding that a good relationship requires communication from both parties and therefore is important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.
- Consider attending training on health and wellbeing issues where they feel that this is appropriate.
- Will share their views, ideas and feelings about all issues concerning the setting at formal meetings and informal gatherings.

Support

The Leadership Team must encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns. The Leadership Team should be sensitive to any problems which may cause the employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.

Where additional, professional advice is required, then Occupational Health Professionals and other avenues (these should be listed as relevant to setting e.g. counselling/HR) should be utilised.

Where necessary, staff should be encouraged to use the free confidential counselling service from [Education Support Partnership](#) - 0800 0562 561.

On joining the setting the following support will also be offered:

- All new staff will have an induction programme and ensure that they receive the staff handbook.
- All new staff will be made to feel welcome and given as much support as possible.
- There will be reviews for new staff held throughout the first 6 months of employment (these should be in line with setting policy re induction).

Arrangements for implementing the Wellbeing Policy

Arrangements for wellbeing and stress prevention through good management practices.

These include the following (but are not limited to):

- Recruitment and selection procedures.
- Clear job descriptions to ensure staff have clear roles and responsibilities.
- Training and Development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them.
- Reward systems.
- Managing performance procedures.
- Capability and absence management & return to work procedures to ensure that individuals are supported back into work following illness.
- Suitable adaptations for disability.
- Procedures for communicating with employees on the work of the setting and issues affecting their work.
- Flexible working arrangements and contact days with staff on maternity leave.
- The arrangements will be updated and augmented as required and when deemed necessary by the findings of stress risk assessments.

48. Baby Sitting Policy

Policy statement:

At Harvard Park Day Nursery/Pre School we do not provide a babysitting service outside of our normal operating hours. However, we understand that parent/s and/or carers sometimes ask early years educators employed by Harvard Park to babysit for their children and this policy has been implemented to clarify some points regarding private arrangements between staff and parents. *This policy should be read in reference to and alongside: 16. Child Protection and Safeguarding young people and vulnerable adults.*

Our Policy States:

- Harvard Park is not responsible for any private arrangements or agreements that are made for outside of the premises. This is between the early year's educator and the child's family; however, we do expect early years educators employed by Harvard Park to inform us if they are babysitting, escorting or taking to the child's home or caring for a child that attends the Day Nursery or the Pre School outside of the setting.
- We require the early years educator and parent/s and/or carer to sign a copy of this policy which we will keep on file for the child's records and that of the early years educator employed by Harvard Park.
- 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. This procedure includes interviews, references, full employment history and DBS checks as well as several other processes. Whilst in our employment, all staff are subject to ongoing supervisions, observations and assessments to ensure that standards of work and behaviour are maintained in accordance with our policies. We have no such control over the conduct of employed early years educators or other members of staff outside of their position of employment. Parent/s and/or carer/s should make their own checks as to the suitability of an individual before and for babysitting.
- We will not take responsibility for any health and safety issues, conduct, grievances or any other claims arising from the staff member's private arrangements outside of Harvard Park hours as well as those outside of the individuals' employed hours. The member of staff will not be covered our insurance whilst babysitting as this is classed as a private arrangement.

- Out of hours work arrangements must not interfere with the staff member's employment at Harvard Park. **This includes missing staff meetings or other work commitments such as training days.**
- All staff are bound by contract of the Confidentiality Policy and Data Protection Act that they are unable to discuss any issues regarding Harvard Park, other staff members, parents or other children. Harvard Park has a duty of care to safeguard all children attending the setting so if a staff member has some concerns for a child following a private babysitting type arrangement, they need to pass these concerns on to the Designated Persons for Child Protection within Harvard Park. Both the nursery and pre-school have a duty to safeguard all children whilst on our premises and in the care of our staff, however; this duty does not extend to private arrangements between staff and parents outside of school hours.
- **Should a staff member in a private arrangement outside of their employment hours have concerns, they should independently report this to the M.A.S.H. team on: 020 849 62311 or the police.**
- If a staff member is to take the child at the end of that child's session the manager will require written permission from the parent/s and/or carer. It will be the staff member's responsibility to ensure they have the appropriate insurance, MOT and child restraints or child safety seats if they are transporting them in their car.
- We at Harvard Park strongly discourage the babysitting outside of employed and/or the settings hours. Separately from any possible legal implications this may have for the provisions, the role of the early years educator or employed staff member is not enhanced. However, the provisions acknowledge the individual's right to financial gain.

Please continue onto the next page to sign the relevant forms.

BABYSITTING FORM: Consent to transport and care for the child/ren of the family below.

All parties should encourage to read through and sign where applicable. It should also be made clear that all parties involved understand the implications this may have as well as their own individual responsibilities.

I/We _____ parents/legal

guardians of _____

(name of child/ren) understand and accept that Harvard Park Ltd. are not responsible for any harm that our child or property may experience while under the care of team member _____ (educator's name) when babysitting outside of the premises. We are aware of the provision's Babysitting policy and chose to take exception to that policy.

- We understand and accept that Harvard Park Ltd. are not responsible for any harm that may befall our child/ren or other's children also being cared for with our children when being babysat outside of Harvard Park. This also includes loss or damages to property.
- We understand and accept that Harvard Park Ltd. are not responsible for any harm that may befall our child/ren during the transportation and/or escorting off of the premises.

Parent(s)/guardian's signature:	Printed Name:	Date:
Nominated Supervisor signature:	Printed Name:	Date:
Early Years Educators Signature:	Printed Name:	Date:

49. Separated Family

Policy statement:

This policy summarises the legal framework and recommended guidance in respect of separated parents. This policy is an attempt to minimise any impact, clarify to all parties what is expected from separated parents and what can be expected from the nursery.

This policy should be read in reference to and alongside: 16. Child Protection and Safeguarding young people and vulnerable adults.

At Harvard Park Preschool and Harvard Park Day Nursery, we support families going through separation by working closely with the parents to establish the most effective transition and support. We understand that this can be a difficult time and may affect child's emotional well-being. Our Nursery and/or Pre-School team will observe the child and report any significant changes in behaviour to the parent. Research and experience have shown that separated parents can work well together in the best interests of their children and together can play a vital role in their children's education.

The nursery and/or pre-school team will try and assist parents where possible by signposting to national and local support groups, and where they can get independent advice. The nursery and/or pre-school does not have the power to act on the request of one parent to restrict the other parent's involvement. We can only do so if there is a specific legal basis such as a court order.

Parental responsibility

While the law does not define in detail what parental responsibility is, the following list sets out some of the key features of someone holding parental responsibility. Under the Children's Act 1989, amended by the Children and Families Act 2014, "parental responsibility" means all the rights, duties, powers, responsibilities, and authority which, by law, a parent of a child has in relation to the child and his property.

For example, this would include:

- Providing a home
- Having contact with and living with them
- Protecting and maintaining them
- Disciplining them
- Choosing and providing for their education.
- Agreeing to medical treatment.
- Appointing a guardian.

The Children's Act 1989 also sets out who has parental responsibility for a child in other circumstances.

England

If the parents of a child are married to each other at the time of the birth, or if they have jointly adopted a child, then they both have parental responsibility. Parents do not lose parental responsibility if they divorce, and this applies to both the resident and the non-resident parent.

This is not automatically the case for unmarried parents. According to current law, a mother always has parental responsibility for her child. However, a father has this responsibility only if he is married to the mother when the child is born or has acquired legal responsibility for his child through one of these three routes:

- By jointly registering the birth of the child with the mother (From 1 December 2003)
- By a parental responsibility agreement with the mother
- By a parental responsibility order, made by a court.

Registration at Harvard Park

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

The information provided to the nursery when the child was enrolled detailing whether parents have parental responsibility for the child will be presumed to be correct unless a court order or original birth certificate proving otherwise is provided to the nursery and/or pre-school.

It is the responsibility of the parents to inform the nursery and/or pre-school when there is a change in family circumstances. Both Harvard Park Day Nursery and Pre-School needs to be kept up to date with contact details, arrangements for collecting children and emergencies.

We request these details on the child registration form. If a parent does not have parental responsibility or has a court order in place to prevent this, we must have a copy of this documentation for the child's records.

If a child is registered by one parent of a separated family, we request disclosure of all relevant details relating to the child and other parent such as court orders or injunctions. This will make sure we can support the child and family fully in accordance with the policy set out below. We aim to collaborate with parents in the best interest of the child and listen to all parties without bias. All parents can also receive information about the child, even though, for day-to-day purposes, the nursery's and/or pre-school's main contact is likely to be a parent with whom the child lives on nursery days.

The nursery and/or pre-school will:

- Ensure the child's welfare is paramount at all times that they are in attendance at the provision.

- Comply with any details of a court order, where applicable, to the child's attendance at the provision where we have seen a copy/have a copy attached to the child's file.
- Provide information on the child's progress, e.g. learning journeys, progress checks within the provision, to both parents where both hold parental responsibility.
- Invite both parents to nursery and/or pre-school events, including parental consultations and social events where both hold parental responsibility.
- Ensure any incident or accident within the provision relating to the child is reported to the person collecting the child.
- Ensure that all matters known by the staff pertaining to the family and the parent's separation remain confidential.
- Ensure that no member of staff takes sides regarding the separation and treats both parents equally and with due respect.
- Not restrict access to any parent with parental responsibility unless a formal court order is in place. We respectfully ask that parents do not put us in this position.

We ask parents to:

- Provide us with all information relating to parental responsibilities, court orders and injunctions.
- Update information that changes any of the above as soon as practicably possible.
- Work with us to ensure continuity of care and support for the child
- Not involve provision staff in any family disputes, unless this directly impacts on the care we provide for the child.
- Talk to the manager/key person away from the child when this relates to family separation in order to avoid the child becoming upset. This can be arranged as a more formal meeting or as an informal chat.
- Not ask the provision to take sides in any dispute. We will only take the side of your child, and this will require us to be neutral at all times. In any event whereby the parents being separated is appearing to impact upon the health, wellbeing and safety of a child the matter will be referred to the Local Authority for advice.

This policy was adjusted by Harvard Park.

Date meeting was held on 13/11/2024

Signed on behalf of the Directors and Proprietors

Nicki Saunders and Tracey Misltead