



BCP Council

Policies and Procedures

The following safeguarding policies and procedures apply to the BCP Council Early Years Nursery:

Little Explorers Nursery:

Ofsted URN: RP526955

Setting reference: 2546498

On the site of Somerford Primary School,
Draper Road
Christchurch
BH23 3AS

Review date: December 2024

Next review date: December 2025.

Please note these policies will be updated as and when required - with a minimum review annually.

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Overarching principles

We always ensure the protection of the children in our care and consider the welfare of the child to be paramount.

These policies lay out the procedures to be followed if we have reason to believe that a child in our care is subject to any form of abuse or neglect. Our policies will be followed if we have reason to believe that support may be required by Early Help Services, and for the safe operations of the nursery.

We have a duty and responsibility to ensure that all policies and procedures will be reviewed and updated as and when required but a minimum of annually.

Our primary responsibility is the welfare and wellbeing of each individual child in our care. As such we have a duty to the children, parents/carers and staff to act quickly and responsibly to any concern and/or need for support that may come to our attention. It is the duty of any staff member to report any suspected abuse to the Designated Safeguarding Lead (DSL) or the Deputy Designated Safeguarding Lead (DDSL).

Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children
- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework

(Definition taken from the HM Government document 'Working together to safeguard children' 2023)

For the purpose of these policies and procedures:

Staff are defined as staff members, volunteers, students, apprentices, Managers, Deputy Managers and owners. It will also include professionals visiting and/or undertaking work at the setting in a paid or unpaid capacity.

These policies and procedures refer to professionals, their teams and contact details of those relevant to BCP residents.

If a child/children attend a BCP nursery but reside in a different Local Authority to BCP Council, then all contact with relevant professionals will be those of the residing Authority.

Legal framework and guidance documents

- Children Act 1989
- Children Act 2004
- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Children and Social Work Act 2017
- The Statutory Framework for the Early Years Foundation Stage (EYFS)
- Working Together to Safeguard Children 2023
- Keeping Children Safe in Education 2023
- Data Protection Act 2018
- General Data Protection Regulations (GDPR) 2018
- Education Inspection Framework 2016
- What to do if you're worried a child is being abused 2015
- The Equality Act 2010
- Female Genital Mutilation Act 2003
- Children and Families Act 2014
- The Counter-Terrorism and Security Act 2015.
- The United Nations Convention on the Rights of the Child (UNCRC) 1992
- Contest Strategy 2023
- Prevent Duty 2023
- Health and Safety Act
- RIDDOR
- DfEE Code of Practice for Special Educational Needs and Disability – Code of Practice: 0-25 years 2015
- The Children and Family Act 2014
- Special Educational Needs and Disability Regulations 2014
- The Disability Discrimination Act 1995 (as amended by the Special Educational Needs Act 2001)
- The Employment Act 2002
- The Race Relations Act 1976
- The Race Relations Act (Amendment) regulations 2000
- The Sex Discrimination Act 1975
- The Rehabilitation of Offenders Act 1974
- The Employment Equality Regulations 2003

- The Human Rights Act 1998
- Racial and Religious Hatred Bill
- Protection from Harassment Act 1997
- Equal pay Act 1970
- The Gender reassignment Regulations 1999
- 2018 General Data Protection Regulation
- And any other relevant legislation

Useful key

DSL - Designated Safeguarding Lead
DDSL - Deputy Designated Safeguarding Lead
CIN - Child in Need
CP - Child Protection
CPP - Child Protection Plan
DPA 2018 - Data Protection Act
GDPR - General Data Protection Regulations
DO - Designated Officer (in BCP) - known as LADO - Local Authority Designated Officer in other Local Authorities
EH - Early Help
EHA - Early Help Assessment
CFRH - Children's First Response Hub
MARAC - Multi Agency Risk Assessment Conference
MASH - Multi Agency Safeguarding Hub
PPN - Public Protection Notice
PDSCP - Pan Dorset Safeguarding Children Partnership
TAF - Team Around the Family

Procedures to follow where there is a concern about a child

Designated Safeguarding Lead and Deputy Designated Safeguarding Lead (DSL and DDSL)

- We will ensure that there is a DSL or DDSL available at all times during Nursery opening hours
- The names of the DSL and DDSL, when they are available and how to make contact with them will be available to parents/carers/visitors and professionals linked to the Nurseries

Little Explorers: DSL: Sally Hobbs
DDSL: Jakki Spicer

At all times the child's wellbeing comes first, however, we reserve the right to seek advice, regarding a concern they may have about a child, without parental consent. We will whenever possible, inform parents/carers of any safeguarding concerns and will provide advice on the concerns and procedures that will be taken. If the child is thought to be at risk of significant harm, a referral may be made to Children First Response Hub without having first discussed it with the parent.

Four of the Key areas that staff are trained in are:

- Understanding signs and indicators of abuse
- How to respond to and share concerns and make a referral if they need to do so
- The settings procedures and recording forms
- Whistleblowing

Staff will inform the DSL of their concerns / injuries / incidents as soon as possible and any information received. Staff will record all incidents, using evidence based effective recording and will ensure the following are included in the records:

- Full names
- Dates of birth
- Full written names of staff completing the records as well as their signature
- Clear evidence-based information regarding the incident, injury, disclosures, information provided and/ or observations
- If handwritten - records must be legible
- Records must be written up as soon as possible after becoming aware of the incident/concern
- The record must be shared with the DSL/DDSL as soon as possible to enable the DSL to review the information provided, and to decide on the action that will be taken
- Body maps must also be used to record injuries

Any sign of a mark or injury to a child when they come into the setting will be recorded, discussed with the parent and the parent asked to countersign the record. Parents/carers will have been informed of this when they join the setting.

The observed instances will be recorded and any marks/injuries recorded on a body map.

If there appears to be any concern, discrepancy and /or query regarding the injury or the injury is discovered after the parent/carer has left and the child discloses the name of the person causing the injury/or differing accounts of how the injury was acquired this will be shared with the Children First Response Hub.

Contact details

The Children's Services First Response Hub provides the public and professionals with advice, information and support for children who are vulnerable and at risk and is made up of the Multi-Agency Safeguarding Hub (MASH) and Early Help Team

Telephone: 01202 123334

(Monday to Thursday 8.30am to 5.15pm and Friday 8.30am to 4.45pm)

Email: childrensfirstresponse@bcpcouncil.gov.uk

The Children's Social Care Out of Hours service is the emergency response service for any child who is in crisis, needs urgent help or is at serious risk of significant harm. Hours of operation are 5pm to 9am from Monday to Friday, all day Saturdays and Sundays and all bank holidays, including Christmas Day and New Year's Day

Telephone: 01202 738256

**In an emergency, or if you believe a child is at immediate risk of harm,
call the Police on 999**

Disclosure by a Child

Children will talk about concerns and problems to people they feel they can trust and feel comfortable with – this may be a member of staff, a student or a volunteer.

All staff will adhere to the following practice when responding to disclosure made by a child following TED

Tell me about that'...

Explain what you mean...

Describe what happened...

These are open ended questions that will not prejudice any future investigation:

- Allow the child to talk and focus on listening
- Do not ask the child leading questions or make assumptions about what or whom the child is talking about
- Do not agree to keep a secret
- Record the exact words the child has said to you – keep it factual
- Do not jump to conclusions
- Let the child know that it was right to come and tell you
- Report the incident immediately to the Manager or designated safeguarding officer
- Record disclosure accurately including what you said and what the child said using the exact language used by the child
- Records should be dated and signed
- If a child starts to talk to an adult about potential abuse, it is important not to promise the child complete confidentiality. This promise cannot be kept. It is vital that the child is allowed to talk openly, and disclosure is not forced or words put into the child's mouth. As soon as possible after the disclosure details must be logged accurately.

Types of abuse

There are many forms of abuse, staff have knowledge and understanding of the categories and types of abuse that may occur and what might alert them to these. This list is not exhaustive but gives an overview of some of the types of abuse that staff may come across. *Definitions taken from Working Together to Safeguard children document 2023 and The Pan Dorset Safeguarding Children Partnership multi agency procedures manual*

Physical Abuse (including Fabricated and induced Illness and Bruising, bleeding, fractures and possible injuries in children who are not independently mobile)

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

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

- a. provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b. protect a child from physical and emotional harm or danger
- c. ensure adequate supervision (including the use of inadequate caregivers)
- d. ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs, including dental health

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children

Domestic Abuse

The definition of domestic violence and abuse now includes young people aged 16 – 17 and aims to increase awareness that young people in this age group do experience domestic violence and abuse.

"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- *Psychological*
- *Physical*
- *Sexual*
- *Financial*
- *Emotional*

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim."

This definition includes ['honour' based violence](#), [Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation \(FGM\)](#) and [Safeguarding Children and Young People from Forced Marriage](#), and is clear that victims are not confined to one gender or ethnic group.

While the cross-government definition above applies to those aged 16 or above, 'Adolescent to parent violence and abuse '(APVA) can involve children under 16 as well as over 16. See: [Information Guide: Adolescent to Parent Violence and Abuse \(APVA\). Home Office.](#)

Where there is domestic violence and abuse, the wellbeing of the children in the household must be promoted and all assessments must consider the need to safeguard the children, including unborn child/ren

Peer on peer Abuse

We recognise that some children abuse other children or their peers.

We recognise peer on peer abuse can take some of these forms:

- Language seen as derogatory, demeaning, inflammatory
- Unwanted banter
- Sexual harassment; Hate
- Homophobia; Based on gender differences and orientation
- Based on difference

Forced Marriage

There is a clear difference between a forced marriage and an arranged marriage. In arranged marriages, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the young people.

In a forced marriage, one or both spouses do not consent to the arrangement of the marriage and some elements of duress are involved. Duress can include physical, psychological, financial, sexual and emotional pressure. Forced Marriage is an abuse of human rights and, where a child is involved, an abuse of the rights of the child.

Forced marriage involving anyone under the age of 18 constitutes a form of child abuse. A child who is forced into marriage is likely to suffer Significant Harm through physical, sexual or emotional abuse. Forced marriage can have a negative impact on a child's health and development and can also result in sexual violence including rape. If a child is forced to marry, he or she may be taken abroad for an extended period of time which could amount to child abduction. In addition, a child in such a situation would be absent from school resulting in the loss of educational opportunities, and possibly also future employment opportunities. Even if the child is not taken abroad, they are likely to be taken out of school so as to ensure that they do not talk about their situation with their peers.

Honour based violence

Honour based violence is a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and / or community by breaking their honour code.

For young victims it is a form of child abuse and a serious abuse of human rights. It can be distinguished from other forms of violence, as it is often committed with some degree of approval and/or collusion from family and/or community members. Women, men and younger members of the family can all be involved in the abuse.

Extremism and radicalisation

Extremism goes beyond terrorism and includes people who target the vulnerable – including the young – by seeking to sow division between communities on the basis of race, faith or denomination; justify discrimination towards women and girls; persuade others that minorities are inferior; or argue against the primacy of democracy and the rule of law in our society.

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

Radicalisation is defined as the process by which people come to support terrorism and extremism and, in some cases, to then participate in terrorist groups.

Breast ironing

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

Female genital mutilation (FGM)

FGM is a procedure where the female genital organs are deliberately cut, injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act and can cause harm in many ways. The practice can cause severe pain, and there may be immediate and/or long-term health consequences, including pain and infection, mental health problems, difficulties in childbirth and/or death.

FGM is a deeply rooted practice, widely carried out among specific ethnic populations in Africa and parts of the Middle East and Asia. It serves as a complex form of social control of women's sexual and reproductive rights.

The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out on new-born infants, during childhood or adolescence or just before marriage or during a woman's first pregnancy. There is no Biblical or Koranic justification for FGM and religious leaders from all faiths have spoken out against the practice. The exact number of girls and women alive today who have undergone FGM is unknown; however, UNICEF estimates that over 200 million girls and women worldwide have undergone FGM.

FGM has been classified by the World Health Organisation (WHO) into four types:

- Type 1 - Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris)
- Type 2 - Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina)
- Type 3 - Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris
- Type 4 - Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area

Under the Female Genital Mutilation Act 2003, **FGM is a criminal offence - it is child abuse and a form of violence against women and girls** and should be treated as such.

Child Criminal exploitation

As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

Modern slavery

'Modern slavery' is a form of organised crime in which individuals including children and young people are treated as commodities and exploited for criminal and financial gain. It encompasses exploitation, human trafficking, slavery, servitude and forced labour.

The Modern Slavery Act 2015 provides better protection for victims and increases the sentences for committing these offences.

Grooming methods are often used to gain the trust of a child and their parents, e.g. the promise of a better life or education, which results in a life of abuse, servitude, and inhumane treatment.

'Trafficking of persons' means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

'Exploitation' for modern slavery purposes is defined, as a minimum, to include sexual exploitation, criminal exploitation, forced labour, domestic servitude and organ trafficking.

Trafficked victims are coerced or deceived by the person arranging their relocation, and are often subject to physical, sexual and mental abuse. The trafficked child or person is denied their human rights and is forced into exploitation by the trafficker or person into whose control they are delivered.

Children are not considered able to give 'informed consent' to their own exploitation (including criminal exploitation), so it is not necessary to consider the means used for the exploitation - whether they were forced, coerced or deceived, i.e. a child's consent to being trafficked is irrelevant and it is not necessary to prove coercion or any other inducement.

County lines

As set out in the Serious Violence Strategy, published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Gang activity, youth violence and criminal exploitation affecting children

Defining a gang is difficult. They tend to fall into three categories: peer groups, street gangs and organised crime groups. It can be common for groups of children and young people to gather together in public places to socialise, and although some peer group gatherings can lead to increased antisocial behaviour and low level youth offending, these activities should not be confused with the serious violence of a street gang.

A street gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity.

A street gang will engage in criminal activity and violence and may lay claim over territory (not necessarily geographical for example it could include an illegal economy territory). They have some form of identifying structure featuring a hierarchy usually based on age, physical strength, propensity to violence or older sibling rank. There may be certain rites involving antisocial or criminal behaviour or sex acts in order to become part of the gang. They are in conflict with other similar gangs.

An organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise). This involves serious and organised criminality by a core of violent gang members who exploit vulnerable young people and adults. This may also involve the movement and selling of drugs and money across the country, known as 'county lines' because it extends across county boundaries and is coordinated by the use of dedicated mobile phone lines. It is a tactic used by groups or gangs to facilitate the use of vulnerable people or children to sell drugs in an area outside of the area in which they live, which reduces their risk of detection.

Selling drugs across county lines often involves the criminal exploitation of children and young people. Child criminal exploitation, like other forms of abuse and exploitation, is a safeguarding concern and constitutes abuse even if the young person appears to have readily become involved. Child criminal exploitation is typified by some form of power imbalance in favour of those perpetrating the exploitation and usually involves some form of exchange (e.g. carrying drugs in return for something). The exchange can include both tangible (such as money, drugs or clothes) and intangible rewards (such as status, protection or perceived friendship or affection). Young people who are criminally exploited are at a high risk of experiencing violence and intimidation and threats to family members may also be made. Gangs may also target vulnerable adults and take over their premises to distribute Class A drugs in a practice referred to as 'cuckooing'.

Young people can become indebted to the gang/groups and then exploited in order to pay off debts. Young people who are criminally exploited often go missing and travel to other towns (some of which can be great distances from their home addresses). They may have unexplained increases in money or possessions, be in receipt of an additional mobile phone and receive excessive texts or phone calls.

White British children are often targeted because gangs perceive they are more likely to evade police detection and some children may be as young as 12, although 15 to 16 years old is the most common age range. The young people involved may not recognise themselves as victims of any abuse and can be used to recruit other young people. It is important to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a young person or vulnerable adult does not make them any less of a victim.

If a young person is arrested for drugs offences a long way from home in an area where they have no local connections and no obvious means of getting home, this should trigger questions about their welfare, and they should potentially be considered as victims of child criminal exploitation and trafficking rather than as an offender. Agencies also need to be proactive and make contact with statutory services in the young person's home area to share information.

Where there are concerns that children are victims of child criminal exploitation, they should be referred to the National Referral Mechanism (see **Safeguarding Children from Abroad, including Victims of Modern Slavery, Trafficking and Exploitation Procedure**).

There is a distinction between organised crime groups and street gangs based on the level of criminality, organisation, planning and control. However, there are significant links between different levels of gangs, for example street gangs can be involved in drug dealing on behalf of organised criminal groups.

Children may be involved in more than one 'gang', with some cross-border movement, and may not stay in a 'gang' for significant periods of time. Children rarely use the term 'gang', instead they used terms such as 'family', 'breddrin', 'crews', 'cuz' (cousins), 'my boys' or simply 'the people I grew up with'.

Safeguarding should focus on both young people who are /vulnerable of making the transition to gang involvement as well as those already involved in gangs. Practitioners should be aware of particular risks to young people involved in gangs from violence and weapons; drugs and sexual exploitation.

Abuse linked to Spiritual or religious beliefs

Definition of 'Belief in Spirit Possession'

The term 'belief in spirit possession' is the belief that an evil force has entered a child and is controlling him or her. Sometimes the term 'witch' is used and is the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is the attempt to expel evil spirits from a child. (See report: [Safeguarding Children from Abuse Linked to a Belief in Spirit Possession \(2007\)](#))

The belief in 'possession' or 'witchcraft' is widespread. It is not confined to particular countries, cultures or specific religions, nor is it confined to new immigrant communities in this country.

Any concerns about a child which arise in this context must be taken seriously.

Oral Health

Good oral health habits need to be developed as part of a daily morning and bedtime routine from the earliest of ages. Tooth decay is largely preventable and can lead to many problems for children including, pain, discomfort, difficulty eating and speaking. Under our safeguarding procedures we reserve the right to share concerns and make referrals into Social Care if a child presents with dental pain/swelling and/or dental decay, because cavities, periodontal disease, and other oral conditions are commonly associated with inadequate attention to nutrition and dental hygiene which can be an indicator of neglect.

Children in Care (Looked After Child)

As part of our safeguarding practice, we will ensure our staff members are aware of how to keep looked after children safe. In order to do this we ask that we are informed of:

- The legal status of the child (e.g. whether the child is being looked after under voluntary arrangements with consent of parents or an interim or full care order, or emergency protection)
- Contact arrangement for the biological parents (or those with parental responsibility)
- The child's care arrangements and levels of authority to the carer by the authority looking after them
- The details of the child's social worker and any other support agencies involved
- Any child protection plan or care plan in place for the child in question
- We work closely with all Virtual School teams who hold responsibility for children in care to ensure that we are part of the Personal Education Plan for the child. We work closely with BCP Virtual Schools for those BCP children in care to ensure close working partnership (virtual.schools@bcpcouncil.gov.uk)

Private Fostering Arrangements

- If staff become aware or suspect that a child is being cared for under a private fostering arrangement, we inform our local authority Children's Social Care department immediately

BCP private fostering team: private.fostering@bcpcouncil.gov.uk

Intimate Care

Policy statement

We aim to make intimate care a positive experience and in doing this we will safeguard children and ensure they are treated with sensitivity, respect and dignity. We aim to safeguard the adults who are required to operate in sensitive situations and ensure parents and carers are aware of the intimate care their children will receive. We aim to support children's care and welfare daily in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured. In consultation with parents and carers, all staff who are working in the child's allocated room will change nappies according to the child's individual needs and requirements.

- All members of staff who are responsible for intimate care will undertake their duties in a professional manner. Only staff with DBS clearance will provide intimate care
- We will enable a two-way exchange between parents and key carers so that information is shared about intimate care needs in a way that suits the parents and carers and meets the child's needs

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

Intimate care may involve:

- Supporting a child dressing or undressing. Staff will encourage a child to attempt to dress/undress themselves, where appropriate
- Providing comfort or support to a child who is distressed or unwell.
- Assisting a child requiring medical care, where they are not able to carry it out independently.
- Cleaning a child if they have soiled themselves or vomited and require help.
- Nappy changing.
- Assisting a child to get on and off the toilet when they are potty training.

When intimate care is given to a child, they will be treated with respect, and in a way that will not cause any embarrassment, pain, or distress to the child. The member of staff will communicate with the child in an appropriate manner informing the child of what they are doing and ensuring they feel comfortable.

Children will be encouraged to carry out tasks to the highest level of independence possible, dependent on their age and ability, meaning intimate care will only be carried out where necessary and appropriate.

We aim for one child to be cared for by one adult with regards to intimate care; however, there may be times when there is reason for more adults being present. We aim to provide as much privacy as possible, while ensuring the adult and child are not completely unsupervised to help safeguard.

The needs and wishes of children, parents and carers will be taken into consideration where possible.

Procedure for changing nappies:

A child's nappy will be checked regularly and changed immediately when soiled. Staff will ask the child in need of intimate care for permission to carry out the procedure, if the child is in the middle of something and does not want to be changed at that point the staff member will give the child a timeframe by which the change will happen to ensure the child is able to complete their play and also be kept clean and dry.

Staff will notify another member of staff of their intention to change a child's nappy.

Staff will wear a disposable apron and disposable gloves (PPE) during changing nappies, using a different apron and pair of gloves for each child. All personal protection equipment (PPE) items e.g. gloves & aprons will be in each area and a stock check daily.

If a child is showing signs of COVID symptoms and needs changing while waiting for collection, staff will be required to wear face masks as well as full PPE equipment, and the entire area is to be sterilised after the child has been changed. Soiled belongings will be sent home with the child.

Children will never be left unattended on a changing mat. If a child is distressed by being on the changer or they are likely to be unsafe because they roll around, then staff must place the changing mat on the floor and change the child on the floor to ensure the child can not fall and injure themselves.

Staff will be organised before they start, apron and gloves on, and ensuring they have everything needed.

Staff will clean and dry the child using their products from home, such as wipes, or any other method agreed with the parents/carers (written permission will be obtained prior to administering any creams or lotions prescription or over the counter and these will be clearly labelled). Where necessary remove used gloves, put on a new pair and apply cream where the child has nappy rash and the parent has requested this and permission has been documented.

Clean disinfect and dry mats thoroughly after each nappy change; disposable towels/cloths must be discarded after each nappy change.

We will use appropriate designated facilities for nappy changing which meet the following criteria:

- Facilities are separate to food preparation and serving areas and children's play areas.
- Changing mats have a sealed plastic covering and are frequently checked for cracks or tears. If cracks or tears are found, the mat is discarded.
- The nappy change area will be cleaned down after each use with the appropriate cleaning materials to ensure there is no risk of cross contamination.
- Clean nappies are stored in a clean dry place; soiled nappies are disposed of in an appropriate way and separate from general waste. Bins are emptied at the end of each day (or during the day if necessary) and all soiled waste is yellow bagged and removed by a professional waste collection company.
- All personal protection equipment (PPE) items e.g. gloves & aprons will be in each area and a stock check on a daily basis.
- A record of each child's nappy change is recorded, detailing who changed the child and whether the nappy was wet or soiled so the health needs of the child can be monitored in respect of whether they are drinking sufficient fluids etc.

Non-Collection of a Child/Children

If a child has not been collected at the agreed collection time the following procedures will be followed by the Nursery Manager or Designated Safeguarding Lead/Deputy Designated Safeguarding Lead

- Staff will reassure the child and ensure the child is happy and settled and has a minimum of 2 staff members present in attendance, so their wellbeing is maintained.
- Checks will be made for any information regarding changes to normal routines, parents/carers work patterns or general information. If there is no information recorded, contact will be initiated with all contact numbers provided.
- If after a maximum of 30 minutes no contact has been able to be made with parents/carers or emergency contacts, safeguarding procedures will commence, these will include:
 - Contact will be made by the Manager/DSL/DDSL to Children First Response, (or Out of Hours dependant on the day and time) and/ or the Police will be contacted, and their advice sought and adhered to

- The incident will be fully recorded, and the information shared in line with safeguarding policies and procedures.
- If outside normal operating hours the manager/staff member in charge and one other member of staff will remain in the building with the child until they have been collected.
- A full report will be completed of all steps followed and will be given to all relevant people.
- Late fees will be incurred.

Child arriving at nursery unaccompanied.

In the unlikely event that a child arrives at Nursery on their own the following actions will be taken:

- The manager, person in charge, DSL/DDSL will contact the child's parents/carers
- If they cannot be reached the child's emergency contacts will be contacted
- The Nursery will contact First Response to log the incident and a detailed report will be produced and shared with the appropriate external agencies in line with our safeguarding policies and procedures.

If a child is dropped off or collected from the nursery by someone who is under 18 – who is not the parent :

Dropping off:

- Staff will contact the parent /carer of the child immediately
- If they cannot be reached, then emergency contacts will be contacted
- Staff will notify children First response advice followed and the incident will be recorded
- If no contact can be made with the parent /carer or the emergency contacts within a maximum of 30 minutes, then the staff will automatically follow the same procedure for an uncollected child

Collection:

- If an under 18 arrives at the nursery to collect a child, staff will not let the child leave with the person who is under 18
- Staff will contact the parent /carer of the child immediately
- Staff will notify Children First Response advice followed and the incident will be recorded
- If no contact can be made with the parent /carer or the emergency contacts within a maximum of 30 minutes, then the staff will automatically follow the same procedure for an uncollected child

Monitoring attendance

- As part of our requirements under the statutory framework and guidance documents we are required to monitor children's attendance patterns to ensure they are consistent and no cause for concern
- Parents should please inform the nursery prior to their children taking holidays or days off, and all sickness should be called into the nursery on the day so the nursery management are able to account for a child's absence
- If a child has not arrived at nursery within 30 minutes of their normal start times the parents will be called to ensure the child is safe and healthy. If the parents are not contactable then the further emergency contacts will be used to ensure all parties are safe
- Where a child is part of a child protection plan, when concerns are raised or during a referral process, any absences will immediately be reported to the Local Authority Children's Social Care team to ensure the child remains safeguarded.
- If a child leaves with short notice/ no notice/not returned after holiday or been off poorly, after safeguarding concerns have been raised the DSL will contact Children First Response and follow their advice.

Lost /missing child (from nursery)

In the unlikely event of a child having gone missing from Nursery the following actions will be taken:

- The manager, person in charge, DSL/DDSL is to be notified immediately and a minimum of two practitioners are to carry out a thorough search of the area. All other children are to be gathered in the same place to conduct head counts and to maintain staffing ratios and to support all children's wellbeing and feelings of security.
- All staff to provide any information that may assist the search, e.g. a recent photograph, a description of the child and clothes the child was wearing.
- Somerford Family hub must be informed immediately so additional staff can help conduct a wider search of the grounds and Somerford Primary School, if required.
- The search will take no longer than 5 minutes and if the child is not found, then the setting must call 999 and request police support.
- Parents/carers must be telephoned as soon as the child is missing.
- Staff must continue searching until the police have arrived and take over the search whilst other staff maintain as near to normal routine as possible for the rest of the children in the nursery.
- A detailed report of the incident must be recorded, and statements taken from staff members to ascertain the facts of the event as soon as possible. These must include the outcome, who was lost, time identified, notification to police and findings.
- A copy must be sent to the Nominated person and OFSTED within 14 working days.
- Post-incident risk assessments will be conducted following any incident of this nature to identify if any changes need to be made to practices.
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.
- Staff will not communicate with any media representatives.
- The Local Authority must also be informed of the incident.

Lost/missing child (from outings)

In the unlikely event of a child having gone missing during an outing the following actions will be taken:

- The manager, person in charge, DSL/DDSL is to be notified immediately and a minimum of 2 practitioners are to carry out a thorough search of the area. All other children are to be gathered in the same place to conduct head counts and to maintain staffing ratios and to support all children's wellbeing and feelings of security.
- All staff present will be informed. Staff will be deployed to start an immediate thorough search of the area, (this number is dependent on ratios) ensuring that all other children remain supervised, calm and supported throughout.
- All staff to provide any information that may assist the search, e.g. a recent photograph, a description of the child and clothes the child was wearing.
- The designated person in charge will immediately inform the police.
- If appropriate, on-site security will also be informed and a description given.
- The designated person in charge will then inform the nursery who will contact the child's parents giving details of what has happened. If the whole nursery is on an outing, all contact details will be taken on the trip by the person in charge.
- Staff must continue searching until the police have arrived and take over the search whilst other staff maintain as near to normal routine as possible for the rest of the children.
- It will be the designated person in charge or managements responsibility to ensure that there are adequate staff to care for the children and get them back to the nursery, a member of staff to meet the police and someone to continue the search (ratio dependant this may mean contacting relief staff)
- A detailed report of the incident must be recorded and statements taken from staff members to ascertain the facts of the event as soon as possible. These must include the outcome, who was lost, time identified, notification to police and findings.
- A copy must be sent to the Nominated person and OFSTED within 14 working days.
- Post-incident risk assessments will be conducted following any incident of this nature to identify if any changes need to be made to practices.
- With incidents of this nature parents, carers, children and staff may require support and reassurance following the traumatic experience. Management will provide this or seek further support where necessary.
- Staff will not communicate with any media representatives.
- The Local Authority must also be informed of the incident.

Allegations against staff and persons in positions of trust

Action will be taken under this heading if a concern is raised or allegation is made against a member of staff or volunteer which suggests that a child has been harmed or is vulnerable to abuse.

Procedure

1. The DSL must be notified immediately. If the allegation is regarding the DSL then the DDSL must be notified
2. Stephanie Power and Tina Cooper ,BCP Designated Officer, will be contacted immediately for support/advice (01202) 456744 (lado@bcpcouncil.gov.uk)
3. In all cases a record of the report, which is timed, dated and includes a clear name or signature must be made.
4. It may be necessary for the person who the allegation has been made against to be suspended:
 - there is cause to suspect a child is at risk of significant harm or
 - the allegation warrants investigation by the police, or
 - the allegation is so serious that it might be grounds for dismissal (as per Contracts of Employment or disciplinary procedures and grounds for gross misconduct)
5. Current guidance will be followed regarding Ofsted being notified of the allegation.

The suspended person will be suspended on full pay during the period of the investigation. If there is no proof of any misconduct and a suspended person is to return to work, appropriate support will be arranged e.g. mentor/management of contact with child/children/parents that made the allegation. If the complaint is upheld the staff member would be dismissed on the grounds of gross misconduct following usual disciplinary procedures.

These investigations will continue regardless of whether the person hands in their notice or leaves without notice.

If an allegation is substantiated and the person is dismissed or BCP Council ceases to use the person's service or the person resigns or otherwise ceases to provide his/her services, the DO should discuss with BCP Council management whether a referral should be made to the Disclosure and Barring Service (DBS).

Whistle Blowing

Whistle blowing can be defined as raising a concern about malpractice within an organisation to safeguard each individual child and users of the provision, reports of malpractice are taken seriously. It is the duty of every employee and volunteers to report situations of witnessed and/or suspected misconduct or malpractice.

This policy is written to cover staff grievances relating employment procedures to ensure that staff are free from discrimination and bullying. These include:

- Conduct a staff may consider to be a criminal offence
- Breaches of procedure
- Health and safety risks, including risks to the public, staff and children
- Possible fraud or corruption
- Verbal, physical or sexual abuse of children or staff, or behaviour which a member of staff feels inappropriate
- Failure to comply with legal obligations
- Unethical conduct

Procedure

Any staff member, parent/carer, or volunteer who, acting in good faith has a concern about misconduct or malpractice at the setting, should in the first instance inform the Nursery Manager of their concerns. If the issue concerns the Manager then the Deputy Manager needs to be informed. In every instance it is advised to report concerns early. The Nursery Manager will then advise the staff member, parent/carer or volunteer what action will be taken in relation to the issue raised without a breach of confidentiality.

If the concerns raised/ Information provided identifies a possible allegation against a member of staff/professional contact must be made with the BCP Designated Officer.

Confidentiality and sharing information

Our work with children and families brings us into contact with confidential information. We aim to promote an environment of respect with reference to confidential information relating to the children, families or group users and the group business.

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

- Parents/carers will have ready access to information about their child's development via the online Tapestry system. This is a secure system and compliant with the General Data Protection Regulations, 2018 and Data Protection Act 2018.
- Paper records containing confidential information regarding a child's parental contact details, date of birth, medical records etc are stored in accordance to the lawful rulings as set out by regulating bodies.
- All information is stored securely either in locked storage or held securely on our electronic IT systems, for the retention periods as set out by regulating bodies. Information is then shredded after the retention period. Information provided is only used for internal purposes and no information is shared with external agencies without prior consent, with the exception of safeguarding.

- Staff will discuss individual children for purposes of curriculum planning/group management between staff and in staff meetings. This is to ensure we can provide the most effective level of support as required. This may require us to liaise with external supporting agencies, such as speech and language therapist, educational psychologists.
- When external professionals are involved, we will obtain parental consent, except for concerns of a safeguarding nature. We have the right to share personal information with relevant agencies if we believe a child may be at risk of harm.
- Issues relating to the employment of staff whether paid or unpaid will remain confidential to the people directly involved with personnel decisions.
- Students on recognised child care courses observing in the nursery will be advised of our confidentiality policy and are required to adhere to it.
- All the undertakings above are subject to the paramount commitment of the nursery, which is the safety and wellbeing of the child.
- Staff will exercise common sense and have an awareness of statutory obligations with regard to providing information to parents/carers about the physical, learning or dietary requirements of individual children whilst in a group situation. This for example, may involve providing parents with information about restrictions on bringing food items into the nursery to maintain the safety of individuals.
- The nursery recognises a child's Right to privacy and will respect individuals and their family.

Staff members are reminded:

A confidentiality section is included within their contracts which includes confidentiality regarding children and their families, staff members and the systems used within the nursery. Staff members are encouraged to ensure their own personal social media accounts are secure and that they do not place the nursery as their place of work.

Staff, volunteers and students are reminded of issues concerning confidentiality during their induction.

The setting will comply with all requirements of the Data Protection Act 2018 and the 2018 General Data Protection Regulations and all staff will receive mandatory training as part of their induction.

We will follow the guidance as outlined in the government document, **'Information Sharing: Guidance for practitioners' (2018)** and has due regard for the **'7 Golden Rules of Information Sharing'**:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

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

6. Necessary, proportionate, relevant, adequate, 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 individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

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.

Information sharing with consent:

When a child moves on from a BCP nursery, we share information about their progress and development with the next pre-school provider or school.

We also share information with other settings where a child attends more than one setting.

Parents are asked to give written consent to sharing child development summaries and to sharing information about any additional needs their child may have. On occasion, we may agree with parents to discuss issues with the new setting or school, where this may affect the child's transition. An example might be a difficult relationship with another child in the setting who will also be moving to the same school.

Parents are responsible for ensuring that other information about their child which may affect their progress is communicated to the next setting/school. This includes health and allergy issues and family circumstances such as illness, bereavement, divorce and separation.

We may also share information about a child's progress and development with professionals from external agencies for example, health visitors, speech and language therapist, educational psychologists or early years inclusion team etc. If it is felt necessary to complete an Early Help Assessment.

Information sharing without consent:

We are obliged to share confidential information without consent from the person who provided it or to whom it relates if this will prevent harm to a child or if failing to share the information could worsen the outcome for the child. The GDPR and Data Protection Act 2018 provide a framework to ensure that personal information about people is shared appropriately.

Within our safeguarding policies we detail those circumstances which would lead us to share information about a child with other services. The three critical criteria informing the decision are:

- Evidence that the child is suffering, or is at risk of suffering, significant harm.
- Reasonable cause to believe that a child may be suffering, or at risk of suffering, significant harm.
- To prevent significant harm arising to children.
- In all of the above instances local safeguarding children policies and procedures will be followed
- Information will also be shared where there is a court order in place requesting the sharing of information about a child and/or family. A decision to share information without consent is never taken lightly all staff will always put the safety and well-being of children first. Effective record keeping of any concerns helps to support any decision for sharing information without consent. Details of our record keeping procedures are also contained in our safeguarding policies
- Make sure that the information we are sharing is essential for the purpose for which we are sharing it i.e. preventing harm, safeguarding, promoting well-being, where a crime has been committed and in the interests of safety
- Ensure the information is shared with the relevant people and on a need to know basis, is accurate, relevant and up-to-date, is shared securely and at an appropriate time
- Appropriate information can sometimes be information that we think other staff/agencies need to know that is in the interest of their safety. For example, if we are working with a parent who is suffering from mental health problems and we think in our professional judgement that the parent is likely to cause harm to themselves, another person/child or the members of the public/staff, then we would need to share information appropriately and with the appropriate people
- If a staff member has any doubts about information sharing they will seek advice from a more senior member of staff without disclosing the identity of the person unless necessary
- We will respect the wishes of those who do not consent to share confidential information; however we will share appropriate information when we have consent
- Consent can be either verbal or written although written consent can prevent disputes
- We must also consider whether the person has the capacity to understand what they are consenting to, if they do not have that capacity it is important that another person who is authorised to act on their behalf consent on behalf of that person
- Consent can be retracted at any time. However even when we don't have consent we may still need to share information in certain circumstances
- When sharing information we should be clear as to why we are sharing the information. We will consider the safety and well-being of the person concerned and others who may be affected by that person's actions. Balance our decision to share information against what might happen if we do not share the information.
- We would need to base our decision to information share, using our own professional judgement and on the facts of the case whilst considering the safety and well-being of others
- If we decide it is appropriate to share information we will keep a record of our decision and state the reasons for our decision. Record what information we have shared, with whom and for what purpose. We will not assume that we need to share the whole case file of information only relevant, timely and appropriate information. This is to be recorded on an information sheet
- Pass on relevant information in an appropriate setting. For example to pass on confidential information to another staff member within the main play rooms and within earshot of others is not good practice

- Establish whether or not the recipient intends to pass the information on to other people and inform the person whom the information relates to
- If at any stage we decide not to share information we will also record this decision and the reasons for it. This is to be recorded on an information sheet

Storage of information:

All paper files and children's personal files are stored in lockable cupboards/cabinet. All personal information is to be treated as confidential and shared with staff on a need to know basis, with consent where appropriate. Relevant information will be shared with other agencies at children's transition periods with the consent of parents/carers.

Safeguarding records when a child leaves a BCP nursery.

- When a child leaves a BCP Nursery, staff will follow the BCP Early Years record keeping guidance
- All staff have access to this guidance and will have read, understood and adhere to it

Procedures to follow where there is a concern about an adult.

We have duties and responsibilities to safeguard adults.

- All staff have access to current adult safeguarding contact details
- Policies and procedures are in place to safeguard adults, for example parents, carers, other family members and staff
- Staff have knowledge and understanding of indicators of adult abuse and neglect (including self-neglect)
- Staff access any identified training to support their knowledge and understanding of adult safeguarding
- Staff know when, how and who to contact if they have safeguarding concerns regarding adults
- If concerns become apparent regarding an adult staff and the DSL/DDSL will record the information, link with the DSL/DDSL and the relevant action will be taken and advice followed

Contact details for Adult Social Care

- Email: asc.contactcentre@bcpcouncil.gov.uk
- Telephone **01202 123654**
- Or Dorset Police: tel 101
- In an Emergency please call 999

Out of Hours Service

- Tel. 0300 1239895 Evenings and weekends, including Bank Holidays

Computers/IT Equipment/social media

- Staff members will not use the setting equipment to access inappropriate or indecent material. Passwords are kept confidential by staff members and unauthorised access will not be allowed
- Should indecent images of children or any inappropriate material be found on the settings computers, staff will immediately inform the DSL. Computers will be secured and isolated from the network by the IT department. The DSL will inform the relevant authorities and await further advice

Social Media

- Members of staff are not permitted to accept parents as friends on social networking sites such as Facebook and Twitter. This will enable the staff to maintain professional relationships with parents. Any friendships that exist prior to employment must be identified to the Manager immediately.
- Staff must not post any messages on social networking sites which may be construed as having any impact on children, families who attend the nursery, the staff who are employed there and/ or the settings reputation. Staff members are not permitted to name their main place of work or that they work for BCP Council in order to maintain the privacy and reputation of the setting and BCP Council
- Staff at BCP nurseries adhere to the BCP Council Social Networking Policy which BCP staff can find [here](#)

Mobile phones

BCP Nurseries operate a no mobile phone policy, this includes staff, parents, students and visitors.

- No images are permitted to be taken by mobile phones
- We have a BCP owned nursery mobile phone which can take images. This is stored in a locked filing cabinet and only used for nursery trips.
- Staff members must not carry on their person their own personal mobile phones or other such devices whilst working
- Staff must store their mobile phone in a locked cupboard in the nursery, or in the allocated storage box with a lid.
- Staff are not permitted to use their phone in the building or garden area, and can only access their phones whilst on their break off nursery premises
- If staff members need to be contacted by family members, schools etc within their working day, then they must put the settings main line number as a contact number

Cameras/photographs

- BCP nurseries will take photographs for purposes of recording children's development and activities within the nursery as a record of evidence on the settings tablets/cameras
- The tablets always remain on site, and are password protected, with additional pin numbers for each member of staff. Images are used for the purpose of recording development and are uploaded onto the Tapestry system. Images are then removed from the tablet. Parental consent is obtained upon joining the nursery to use Tapestry and to take photographs.
- Photographs taken for the purposes of advertising, are taken using the settings camera, and the images are downloaded onto BCP Council secure IT system. Parental/carers consent is obtained for each individual image as required.

Smart Watches

Smart watches could potentially have the same functions as a smart phone, which may include functions such as taking and filming images. Some devices have functions which allow you to answer phone calls as well as play and record audio.

Staff members and all visitors are not permitted to wear a smart watch during their working hours at the nursery. This is to safeguard the children in our care.

All staff must adhere to the BCP guidance around technology which includes the use of smart watches (attached at the back of this policy pack).

If a staff member and/or visitor wishes to wear a smart watch into the setting the watch must be removed and placed in the designated box for the duration of the work shift and/or visit upon arrival. Any staff member caught wearing a smart watch device without following the procedures will be reported under safeguarding procedures to LADO.

Safer recruitment and ensuring the suitability of staff

Policy Statement

We will follow the [recruitment and vetting guidelines](#) as set out by BCP Council.

We are committed to safeguarding and promoting the welfare of the children and it is an expectation that all nursery staff and volunteers share this commitment. We value the diversity of our workforce and welcome applications from all sectors of the community.

We are committed to ensuring the safety of all the children in our care. In accordance with safer recruitment procedures and practices all staff will be subjected to the same fair process as set out by BCP Council.

Procedure statement

Managers will follow the procedure as set out by BCP Council. This includes gaining permission to recruit, and a request to advertise made via Tribepad recruitment internal systems. Adverts are placed by the recruitment team. Applications are shortlisted and then interviews are conducted, which include the managers and senior manager being present on the interview panel.

No person being recruited will be able to work in the nursery without satisfactory checks being completed before commencing work.

These include:

- Every member of staff and volunteer will be subject to an enhanced DBS check.
- Satisfactory references will be sought, and checks made on applicant's employment history, including the right to work in the UK.
- All staff sign the Code of Conduct and Guidelines for Safer Working Practices for the protection of children and staff which is linked to their job description as part of the recruitment process.
- All staff will undergo health checks to ensure they are fit to work with young children.
- Qualifications will be checked to ensure they are valid and relevant to work in childcare.
- All students and volunteers will also receive an informal interview to ensure they are suitable to carry out a placement in the nursery. They will also receive a full induction process to ensure they fully understand and are able to implement nursery policies, procedures, working practices and values. All students and volunteers will be fully always supervised and will not undertake any intimate care of the children.

- All staff members will receive an induction and regular supervisions throughout their employment in line with BCP Council policy and procedure.
- Applications for vacant positions that are received, are required to be on the BCP Council job application forms to ensure that the selection process of interview is fair and equal to all candidates. We will not accept a CV as an application for employment. If we receive a CV we will contact the applicant and direct them to the BCP Council advert and encourage them to complete the online system, the CV will be shredded.
- Applications that are not suitable for employment are shredded, and electronic copies are stored securely on the BCP Council recruitment system.
- Applications that are selected for interview, but are not offered a position, the application and notes made are kept for a period of 6 months, then the information is shredded.
- All recruitment paperwork for employees is stored securely and disposed of when required in line with GDPR.
- All staff job roles at BCP nurseries include responsibility to safeguard children and report to the DSL/DDSL any concerns.
- All staff are contracted to attend training in Safeguarding Children and Young People and will be asked to familiarise themselves with these policies and procedures and adhere to them.
- Visitors will be asked to provide identification, sign in and read and adhere to the BCP nurseries statement regarding our commitment to safeguarding children and young people.

No smoking/ vaping policy

- BCP nurseries are committed to promoting the health and welfare of the child and their staff therefore we have a strict no smoking policy
- It is illegal to smoke in the building (this includes electronic cigarettes) or in any enclosed space within the nursery
- We request that there is no smoking or vaping anywhere within the Nursery or the grounds of Somerford Primary School.

Drugs, substances, alcohol, prescribed and over the counter medications

We follow the BCP council policies and procedures regarding drugs, alcohol, substances and prescribed and over the counter medications

All staff must comply with all HR and employment policies as laid out by BCP Council. ([HR Hub - Home \(sharepoint.com\)](#))

We have a strict no alcohol and/or substance misuse policy. All adults working with children must be aware of their responsibilities and have a duty to ensure they are competent and suitable to do so. The safety and well-being of all children in our care is paramount.

Management will be vigilant and assess any potential risks to children in relation to staff, volunteers, students, parents, carers and visitors that may be under the influence of alcohol or other substances.

When working with children, staff must not be under the influence of alcohol or any other substance which may affect/impair their ability to care for our children or cause harm to themselves or others.

Staff taking medication which they believe may affect their ability to care for our children must seek medical advice and inform management of any instances when this may occur. They must only work directly with our children if the medication is unlikely to impair their ability to do so.

Any staff who appears to be under the influence of any substances will be asked to leave the setting. An explanation will be given by someone from the management team as to why their performance at work is not acceptable.

If a member of staff is asked to leave the premises because of being under the influence a full report will be completed to include actions taken and to be taken and this will be shared with relevant people.

If on return to work the management remains concerned about staff's fitness to work:

- the employee will be referred to the BCP Council's Occupational Health Service and sent home again until seen by the Physician.
- Should the employee refuse to see the Occupational Health Consultant, the management will consult with the nurseries line manager and Human Resources as to whether the matter should be treated as a formal disciplinary or may even result in dismissal.
- BCP management will also make the decision of whether there is a role for the Designated Officer and if yes, will follow advice and guidance given.
- If the above is a volunteer or student their placement will be suspended effective immediately

Parents/carers/ visitors who appear to be under the influence of alcohol or other substances.

- If any parent/carer arrives at the setting to collect a child and is thought to be under the influence of alcohol/other substances and it is believed the child is at risk we will follow our safeguarding children procedures
- They will be advised not to take the child from the setting due to the safety and well-being of that child and asked to leave the building. If there is another named person/emergency contact for the child they will be contacted and asked to collect the child from the setting. If there is no other fit person that can be contacted for the child then staff must contact the relevant agencies below.
- Staff will do their utmost to prevent a child from travelling in a vehicle driven by them and if necessary, the police will be called. Where an illegal act is suspected to have taken place, the police will be called.

Contact Numbers for advice/referrals:

- Police – 999
- Non-emergency Police 101

Telephone: 01202 123334 (Monday to Thursday 8.30am to 5.15pm and Friday 8.30am to 4.45pm) **Email: childrensfirstresponse@bcpcouncil.gov.uk**

- If a parent/carer or member of the public under the influence of alcohol/other substances displays any kind of threatening/abusive behaviour they must be removed from the premises
- Staff members should seek assistance from someone from management and/or police to assist
- All staff members have a responsibility to take reasonable care for their own health & safety and for any other person who may be affected by what they do or fail to do.
- All incidents will be recorded and shared with the relevant professionals
- If necessary individual risk assessments will be undertaken in the event that a situation could occur when advised by supporting professionals

Babysitting

Staff members are not permitted to babysit or care for children that access the setting outside of their Contract of Employment with BCP Council.

Training, support and supervision requirements for staff, students and volunteers.

- All staff will undertake the relevant training required to undertake their safeguarding duties and responsibilities.
- All staff will attend safeguarding/child protection training, commencing at the start of their induction period, this will continue throughout their employment.
- The training attended will be appropriate for the role they hold within the nursery (This will include but not be limited to) the procedures for spotting signs and behaviours of abuse and abusers/potential abusers, recording and reporting concerns and creating a safe and secure environment for the children in the nursery.
- During induction staff will be given our safeguarding policies, which will have contact details for the DO (BCP Designated officer), the local authority children's services team, the Pan-Dorset Safeguarding Children Partnership and Ofsted to enable them to report any safeguarding concerns, independently, if they feel it necessary to do so.
- Training needs are reviewed regularly and updated in line with individual need, current legislation and guidance.
- Safeguarding is discussed with each member of staff, volunteer and student during their monthly supervision.
- Supervision is a standing agenda item at all nursery team meetings.
- Safeguarding competencies are reviewed a minimum of annually through the BCP appraisal system.
- The DSL and or DDSL will attend the BCP Early Years termly forums and discussion groups.
- DSL's and DDSLS will support their practice by regularly keeping updated using the BCP Early Years safeguarding webpages and the Pan Dorset Safeguarding children website.
- DSL's and DDSL's will ensure that they disseminate information to the staff team to ensure they are supporting safeguarding practice, knowledge and skills.

- All staff are actively encouraged to regularly keep updated using the BCP Early Years safeguarding webpages and the Pan Dorset Safeguarding children website.

Every Early Years Practitioner (staff member) will attend the Bournemouth, Christchurch and Poole Council's (BCP Council) safeguarding training and will update their knowledge every three years.

Staff will be further supported with their safeguarding through such methods as :

- in house training
- staff meetings
- one to one supervision
- keep them updated with any new information
- through our communication file and annually doing some online training. Every staff member is given a paper copy of our staff behaviour policy which sits alongside this policy to enable us to monitor changes in behaviours that may cause concern. All staff signs a consent form to this policy to ensure any changes are reported to management so we are able to support the individual staff member and ensure the safety and care of the children is not compromised

Admissions Policy and Procedure

It is our intention to make our settings genuinely accessible to all children and families. We have a firm commitment to the inclusion of all children regardless of race, ethnicity, gender, religion, physical and/or learning needs.

In order to accomplish this we will adhere to the legal frameworks as laid out at the beginning of this document.

We will ensure that the existence of the settings are widely known in all communities through our webpage detailing what ages we are registered to accommodate and our opening times and costs.

All information about the setting is available both verbally and/or in written form. If appropriate/requested we would aim to also provide information in other forms such as audio, signing or through an interpreter. We make it clear that we welcome all children and their family into the setting, ensuring that no child is excluded or disadvantaged, and we have waiting lists which are run in order of date of registration form received. We monitor the gender and ethnic background of children joining the group to ensure no accidental discrimination is taking place. We hold personal information such as name, date of birth, address and parental contact details securely while waiting for a place. If a place is no longer required to be held in the nursery, the personal information will be shredded.

All children and their families joining the nursery will complete written agreements and consent forms prior to joining us so our terms and conditions and policies are transparent from the outset. This creates effective working relationships.

In consultation from parents/carers we will endeavor to accommodate all children's needs and offer flexible about attendance patterns to accommodate the needs of individual children and families whenever possible.

Parents are advised when starting at either setting the Local Authority Admissions Policy clearly states that we do not recognize attendance at our setting as a criterion for admission to mainstream schools that are near the setting.

We aim to create a welcoming environment and encourage parents/carers to visit and spend time in the setting sessions in advance of children joining the setting.

We are only able to accept children from the ages of 3 months to 5 years in accordance with our Ofsted conditions of registration and subject to places available.

To accommodate emergency admissions, we endeavor to keep a place vacant, if this is financially viable. The setting will not and cannot over prescribe to numbers permitted per session as set by Ofsted.

Joining the nursery

Upon joining the nursery, we are required to obtain personal information about the child and to gain parental consents. This is required as laid out by Statutory requirements as set by Law, and to also demonstrate compliance with funding regulations. This includes:

- Child's full name – this is an Ofsted requirement
- Child's date of birth – this is an Ofsted requirement. This allows us to ensure your child is booked into the correct room in accordance with their age.
- Child and parents home address – this is an Ofsted requirement
- Name of parents with parental responsibility – this is an Ofsted requirement
- Names, telephone numbers and addresses of persons who are authorized to collect the child in the event of the child needing to go home during the day – this is an Ofsted requirement. We only use this information in the event of not being able to contact parents.
- Parent's date of birth and National Insurance number – this information will be requested when your child turns 2 and 3 years old, if you are entitled to claim Government funding.
- Child's health – this is required so we can ensure your child's medical needs are met whilst in our care. This includes dietary needs, medical conditions, and allergies. We will obtain your consent to administer medications as required.

- Consent to liaise with health professionals – we are required to complete Progress checks by Ofsted between the age of 2- and 3-year-old. We are required to share this information with your Health Visitor.
- Consent to liaise with other settings about your child's development that your child is transferring in from, and transferring too (this includes schools).

We will, on an individual basis as required, request consent to discuss your child with:

- Family Hub (whom are employed by BCP Council)
- Early Years Consultants (whom are employed by BCP Council)
- Area SENCO (whom are employed by BCP Council)
- Speech and Language Therapists
- Educational Psychologists
- Portage
- Referrals into partner agencies to access courses
- your GP
- Hospital personnel, for example, community paediatric consultants, physiotherapists, dieticians (please note this list is not exhaustive)
- CAMHS (Child and Adolescent Mental Health Service)
- ...and any other external support agency that would be able to offer additional support guidance for the healthy development of the child and their family.

All information is stored securely in line with the 2018 General Data Protection Regulation, and parental consent is required to ensure that we remain open and honest about information. Little Explorers has the right under safeguarding procedures to share personal information with Children's Social Care, if we feel a child is at risk of harm.

Health and Safety

We aim to ensure as far as practicable, the health, safety and well-being of all staff, volunteers, children, and visitors by completing regular checks and carrying out regular risk assessments and promoting the good health and nutrition of everyone.

The nominated health and safety officer for the Nursery is the Childcare Manager and will be assisted by all staff who have a responsibility to report on any area or resource or practice that could cause harm to others.

Risk Assessment

Reasonable steps are taken to ensure staff, volunteers, students, visitors, and children are not exposed to unnecessary risks. Children are encouraged to take an active part in risk assessing themselves and understanding the reasons why we need to be safe through the promotion of safety within activities and routines.

Written risk assessments in relation to specific issues will be used to inform staff practice and demonstrate to parents/carers how risks are managed.

Risk assessments are reviewed on a regular basis. All areas, including outside areas, are checked daily before use. All areas should be kept clean and tidy throughout the day and toys and resources tidied away when not in use.

The nominated officer will co-ordinate regular risk assessments and ensure written records of any actions are shared.

Throughout the course of the day our primary aim is to promote the education of all children. This involves setting up and conducting a diverse range of activities both inside and outside which create challenge and self-exploration for the development of the children we support. Activities and resources will be provided and/or planned to support children to develop their own risk assessment in relation to their own skills whilst still maintaining their overall safety. There will be the appropriate number of staff and appropriate qualification levels to ensure ratios are always met in each room and across the setting as laid out by statutory bodies.

A register will be kept daily of all children in each room as per Statutory guidance and all staff and visitors must be signed in and out of the setting.

Fire alarm

Somerford Primary School are responsible for the fire alarm, fire equipment and the testing of the system. Somerford Primary School are responsible for setting the alarm for the termly fire evacuation practices.

Electrical testing

PAT testing on electrical items is completed every 2 years, with a full visual inspection every other year. This is conducted by Somerford Primary School

Insurance

We have public liability insurance and display the certificate within the setting.

Security

Little Explorers is securely fenced and access to the garden and building is through a fob only entrance gate. We have an intercom system so any person arriving at the gate can only access the nursery building and garden if given access by a staff member. Security fobs are only given to staff members. All people must walk through the main garden before they get to the building. The building is also fob entry and entry is only gained by a fob or a staff member letting a person into the building.

To exit the building a door release button needs to be pushed and exit from the garden is only permitted by a staff member. Our systems prevent unauthorized access to our premises. Our systems prevent children from leaving our premises unnoticed.

Little Explorers has CCTV and is also alarmed when the building is not being used.

Floor Space

We meet the floor space requirements as stated in the Statutory Guidance

Children under two years: 3.5m² per child

Two year olds: 2.5m² per child

Children aged 3-5 years: 2.3m² per child

An adequate number of toilets and hand basins are available for children to access independently. There are suitable hygienic changing facilities available for nappy changing in all rooms.

Animals/insects

If there are any animals visiting the site, a letter/tapestry notification will be sent, where possible in advance, to parents and carers informing them of the animals and date of the visit, asking them to sign to say they give permission for their child to participate in the activity. Any animals visiting the Nursery are to the best of our knowledge, free from disease, safe to be around children and do not pose a health risk. Children and staff will be required to wash their hands after touching animals.

We have a rabbit in the nursery, who is free roam but has a designated space in the nursery away from the children. The rabbit sees a vet regularly and is never left unattended with the children. The rabbit is litter trained and cleaned out daily. The rabbit has annual vaccinations and has been spayed. All parents are required to give permission for their child to touch/handle the rabbit. Children are taught how to be safe around the rabbit and how to care for it.

In the garden we have designated bug areas, which are designed to attract bugs and insects. This is a teaching area and children are taught to be kind and caring towards any insects they find.

Staff will be aware of children who have allergies to insects/animals and will reduce contact as far as reasonably possible.

Sleeping Children

Sleeping children are checked every 10 minutes and sleep times are recorded.

We have both camera and audible monitors so we can continuously monitor sleeping children. We monitor the room temperatures to ensure it remains safe for sleeping babies. We use the coracle sleep system for children aged under 12 months and these are placed in the room so sleeping babies can be continuously monitored. Children aged over 12 months sleep on mats, also in the main room so they can be continuously monitored.

Kitchen

All food provided for the children is prepared and cooked on site in the designated kitchen area. Little Explorers is registered with the Food Standards Agency and receives unannounced food inspections.

- We employ a cook to prepare and provide a wide range of healthy meals for the children, and we train all staff members in food hygiene as part of their induction and this training is updated in accordance with guidance.
- All plates, cups and cutlery and utensils used for cooking are washed in a dishwasher after use to adhere to appropriate food hygiene guidance.
- All kitchen surfaces are cleaned in accordance with food hygiene guidance.
- Colour coded chopping boards are used for the preparation of cooked and raw foods.
- The kitchen areas are always kept clean and tidy.
- Children do not have access to the kitchen and any cooking activities are conducted in the room.
- There are separate facilities for washing up and hand washing.
- Cleaning materials and other hazardous substances are stored away, out of reach of the children.
- Little Explorers have 2 fridges for the safe storage of foods. Temperature checks are taken daily as per food hygiene requirements and stock is rotated to ensure items are used within 'use by' dates. The nursery has 1 freezer for the safe storage of frozen foods.
- Little Explorers receives a delivery of food once per week and only items that are needed are purchased.
- All cooked food is temperature probed to ensure it is cooked and served at safe temperatures.
- If there is an incident of food poisoning affecting two or more children, the setting will inform Ofsted and take advice from the Health Protection Unit and the Local Environmental Health Department.

In Little Explorers families have the option of either purchasing food from the nursery or supplying their own meals.

Children who are having nursery meals are offered:

- breakfast (cereal)
- a mid-morning snack (fresh fruit and/or salad vegetables)
- a hot lunch at midday (we operate a 6-week rolling menu to offer a wide variety of meals)
- a mid-afternoon snack (fresh fruit and/or salad vegetables)
- a cold tea (sandwiches and salad).
- A choice of water or milk is available with morning and afternoon snacks.
- Water is offered at lunch and teatime and throughout the day as required.
- Children will be allowed to have second helpings of vegetables with their main meal if they request it.

To ensure the safety of all persons Little Explorers is strictly a peanut and nut free setting.

Children who wish to bring a packed lunch from home must comply with our healthy eating ethos.

We recommend that a lunch box consists of:

- a sandwich with a healthy filling, such as cheese, ham, tuna (no chocolate spread or peanut butter) and/or cold pasta
- a yogurt
- fresh fruit
- raw salad vegetables
- We recommend that children do not have items such as chocolate and/or crisps in their lunchbox, however we will be discretionary if there is a need for a child with an identified SEND need whom only eats specific foods, to ensure the child does have access to food
- We will provide water or milk for all children.
- We do not permit squash, flavoured water, or fizzy drinks to promote good dental hygiene as recommended by NHS guidance.

A useful website to visit is www.eatwell.gov.uk/agesandstages/children

Practitioners sit with children while they eat and will be a good role model for healthy eating and to ensure their safety while eating. If staff wish to eat their own food with the children, this must be in line with promoting good health. Children will be encouraged to develop good eating skills and table manners and will be given plenty of time to eat and be encouraged to be independent in self-serving their own foods and water and in clearing their own dishes. These skills are important for life-long learning.

Milk

Little Explorers claims milk from the Government for the promotion of good health.

For children over 2 years old all dairy products will be half fat. Dairy alternatives will only be given as a substitute for cow's milk at the request of parents/carers to meet dietary choices (such as Vegan) and allergy needs, and then only those fortified with calcium will be given.

Milk is offered at snack times during the morning and afternoon

Allergies

Parents are asked to provide as much information as possible about allergies/intolerances and foods/ingredients that are avoided within diets so adaptations to menus can be made to accommodate dietary/cultural requirements.

Allergy/dietary requirements is stored in the kitchen, so it is readily available for staff to access, but not on view for parents/visitors to comply with the 2018 General Data Protection Regulation. We will work with dieticians for individual children as required if necessary and follow care plans as required.

Any known food allergies/cultural needs will be considered in food play activities to ensure the safety of all persons and that practices are inclusive.

Outdoor play for good health

We actively promote outdoor play, and we encourage children to access these areas throughout the year. This will ensure that the children have an opportunity to be exposed to sunlight which helps their bodies to make vitamin D and to promote positive mental health and to adopt active healthy lifestyles. We will work with partner agencies to work towards reducing obesity rates in children and families within BCP Council area.

We encourage parents/carers to bring appropriate clothing as to the weather. We access the outdoor area in the summer and winter and we will ensure children are wearing appropriate clothing (e.g waterproofs, or sun hats). During the summer we will restrict outdoor play between the hours of 11am and 3pm and encourage children to access shaded parts of the garden, to adhere to national guidance on sun safety if the weather is excessively hot. All children will be required to wear sun hats and parental consent is sought upon joining the setting for sun cream to be applied.

Parent/carers are required to provide their own sun cream for their child which must be clearly labelled, and it must be in date. In the setting we will apply sun cream to children's arms, shoulders, neck, face, and legs. Staff will wear protective gloves when applying sun cream and will always apply sun cream in sight of other practitioners to safeguard the staff member and the child from potential allegations. We will apply sun cream as required throughout the day. Children will be required to wear t-shirt/shorts/dresses in the setting and will not be permitted to be outside in swimming costumes and/or just shorts to minimize their skin exposure to the sun.

Children and staff are not permitted to wear open toed sandals, flip-flops, or croc style shoes so they can safely run and explore the environment.

Staff are encouraged to be positive role models and to wear sunhats in the heat.

Staff will be required to adhere to the uniform policy while working.

Oral Health

Active promotion of eating a well-balanced and healthy diet for good oral hygiene is constantly promoted across the setting through discussions, activities, resources, displays and promotion to parents.

We promote good oral hygiene in the setting by:

- Not providing sugary foods or drinks, such as juices or sweets in the setting and only offering plain milk or water to drink.
- We actively promote and only provide well balanced meals that have no added sugar to promote good oral health.
- Fresh fruit is provided alongside water to help dilute and rinse the mouth at snack times.
- We do not provide dried fruits as snacks as these contain high levels of sugar and do not promote good oral hygiene.

- We do not provide puddings in the nursery to help children develop healthy eating habits for life
- We provide resources within the setting to promote teeth cleaning and making healthy choices for general wellbeing and oral health and actively teach children the importance of effective oral health
- We gain parental permission upon joining the nursery to support children to clean their teeth in the setting
- We will provide an individual toothbrush and toothpaste for children whom require their teeth to be cleaned in the nursery. However, the emphasis is on parents taking responsibility for teeth cleaning as part of their morning and bedtime routine in the home.

Cleaning

Little Explorers is cleaned at the end of each day by contract cleaners (2Counties) who are responsible for cleaning of the setting daily, which includes the toilet areas, floors, and emptying waste bins.

We operate a colour coded mop and cloth procedure to reduce cross contamination of areas while cleaning.

Staff working with the children will also enhance cleaning measures throughout the day by cleaning tables and surfaces in-between activities as required, and before and after mealtimes with appropriate anti-bacterial sprays and monitoring the toilet areas and floors throughout the day and cleaning as required.

Toys and equipment are cleaned with appropriate cleansing chemicals on a regular basis to reduce the risk of infection and resources are rotated considering the COVID-19 pandemic.

Any spills or bodily fluids will be cleaned up immediately to reduce the risk of infection to others. PPE equipment is available for all staff to access as required and bodily fluids such as vomit are cleaned using specialist cleaning kits which reduce the spread of infection and are yellow bagged and stored in the soiled waste bins outside of the building.

A COSHH list of all chemicals used by the setting is kept and updated regularly.

Hygiene

Spare clothing is available in case of toileting accidents when parents have not provided these for their child. Personal soiled items will be wrapped in plastic nappy sacks and sent home for parents/carers to wash.

Children, staff, volunteers, students, and visitors are reminded to wash hands after using the toilet, before and after handling food or eating, after handling animals, and after playing outdoors.

Any case of head lice will be advised to the parent who is responsible for the treatment.

Soiled waste

At Little Explorers we use nappy bins within the rooms for the safe disposal of soiled nappies. These are emptied at the end of each day (and during the session if required) and waste is placed inside specific 'yellow bag' soiled waste bins which are stored outside of the setting. These bins are collected by PHS on a weekly basis for their safe disposal.

All bedding is washed on site at Little Explorers after each child's use on site daily at high temperatures to reduce the risk of infection. Parents/carers can bring their own bedding if required and these will be sent home daily for washing.

Any spills of blood, vomit or excrement are cleaned up immediately and disposed of appropriately. Protective gloves and apron must be worn. Areas affected must be cleaned immediately using appropriate cleaning solution. Any fabrics must be washed thoroughly in hot water or disposed of.

Little Explorers has a steam cleaner and will steam clean any affected area to reduce the spread of infection to others.

First aid

The nominated first aider is: The manager.

All staff receive pediatric first aid training as part of their mandatory training. There will always be at least one first aider on site and always one present on outings as per statutory guidance. The setting will only accept training from recognized training providers which meet the statutory guidance on what must be taught to staff undergoing training.

On enrolment to Little Explorers all parents/carers will be required to sign, a consent form for medical treatment to be carried out in the event of an accident.

Children with long term medical conditions will be supported through liaison with parents and health care professionals and will most often result in the writing of a health care plan for the individual by a medical professional.

First aid boxes are easily accessible, and all staff are aware of their locations and comply with the Health and Safety Regulations 1981. They are regularly checked and re-stocked as necessary. They are kept out of reach of children. The setting manager will ensure that the First Aid box is kept well stocked and is checked and re-filled as required. The setting will ensure that the first aid equipment is kept clean, replenished, and replaced as necessary. Sterile items will be kept sealed in their packages until required. PPE equipment is always available for staff, so they are kept safe when dealing with bodily fluids.

We recognize that children will fall over in their course of physical development and may become injured as they master the skill of rolling, crawling, walking, and running. We aim to minimize pain or discomfort suffered by any child whilst in our care and will do all in our power to make them comfortable as quickly as possible.

Parents are required to complete an 'injuries upon arrival form' for any injury sustained outside of the setting. If necessary, the Designated Safeguarding Lead, or the Deputy Designated Lead will follow procedures under our safeguarding policy if an injury/incident reported to the setting causes concern about the wellbeing or safety of the child.

Any injury or incident that occurs within the setting will be recorded, and parents notified of the injury upon collection. Accidents/injuries will be logged on individual sheets to ensure confidentiality is maintained. Accident forms must contain the child's full name.

For minor injuries we will clean and apply sterile coverings to wounds or apply icepacks as necessary.

If an injury requires medical interventions, we will contact parents and/or call an ambulance.

If the injury/situation requires immediate hospital treatment, and no parent/legal guardian is present then staff members will accompany the child to hospital in an ambulance. Appropriate staff cover will be maintained within the setting, through re-grouping children or by using staff from Somerford Hub if required.

We have a statutory duty to inform Ofsted, safeguarding agencies and the Health and Safety Executive under RIDDOR of any serious accident, illness, or injury within 14 days of the incident, along with the Health and Safety Executive. After a major incident there will be a full review of the incident, and a review of policy and risk assessments to identify if changes to policies and procedures are required.

Illness

Infection can spread rapidly in the setting amongst children and staff. Parents/carers are required to keep their child at home if they have any infection and to inform the setting as to the nature of the infection, to enable staff to alert other parents if necessary.

Any child who is obviously unwell upon arrival will not be accepted. If any child becomes unwell during the day, staff will make every effort to contact parents or the emergency contact, and, if necessary, ask for the child to be collected early. It is the parents/carers responsibility to inform the setting of any changes to contact numbers.

All infectious diseases and illnesses must be reported to the setting and exclusion periods will be followed as laid out by the Health Authority. Information will be sought from health professionals as to the exclusion period required for children and staff, especially considering the COVID-19 Pandemic. The setting will advise families of

such illnesses whilst maintaining confidentiality so other families can be alert to illness in their child. Little Explorers will engage with the NHS track and trace service as required.

There is a strict exclusion period of 48 hours after the last symptom of diarrhea and/or vomiting to avoid passing it to others.

If a child becomes unwell during their session, staff will support the child to rest and supervise the child carefully until the parent/carer arrives. If the child becomes acutely ill, then an ambulance will be called to ensure the wellbeing of the child is paramount.

If staff are concerned that a child has developed symptoms of COVID-19 while in the setting the child will be required to wait in the pergola outside with a staff member who will wear full PPE equipment until they have been collected. The area/s the child has accessed will be disinfected and all resources will be changed to minimize the spread of infection to others. Parents will be asked to collect their child immediately and to arrange for a PCR test. If the child becomes acutely unwell, then an ambulance is to be called.

To maintain good air flow within the nursery, windows will be open in all rooms which helps reduce the spread of infection.

On occasions some children/staff who suffer from medical conditions such as epilepsy or diabetes may require additional medical support whilst in the setting. Little Explorers will follow any care plans as set out by medical professionals and the setting will do all in its power to reduce such instances occurring. We recognize that this can be a distressing event for the child, peers and staff members involved and we will support this through group activities to raise awareness, staff training and in a debriefing after an event occurs.

COVID

Little Explorers will follow the guidance as laid out by the Government to ensure we do everything possible to remain COVID-19 free. Any child/staff member/visitor with symptoms as laid out by Government guidance will not be permitted into the nursery until they are well. No child will be permitted into the nursery if they have been given paracetamol, calpol or ibuprofen medication prior to coming to nursery to reduce the risks of any symptoms being masked. Any staff member that displays symptoms in the nursery will be required to take a lateral flow test. Any child that is clearly not well, will be sent home. The nursery environment and all resources will be sterilized

Medicines

The setting as per Statutory guidance will only administer medications that have been prescribed by a GP, doctor, dentist, or health professional and over the counter non-prescription medications such as liquid paracetamol, teething gel, emollients, and nappy creams. Parents/carers are required to fill out medication forms for all types of medication or creams detailing the child's name, the name of the medication, the dosage, how to store the medication, how to administer the

medication, the expiry date and how often the medication is required and sign as giving consent for staff to administer/apply the medication. Medication must be clearly labelled with the prescription label which details the child's name and the name of the medication and dosage required.

It is a legal requirement for Little Explorers to keep a written record of any medication administered. The medication form will be filled in by the practitioner with the name of the child, the time and date the medicine was administered along with the signature of the practitioner who has administered the dose and a witness to the medication being given. Parents/guardians will be asked to countersign the medication form upon collection that they have been notified of the dosage and timing of medication and a record will be kept.

The setting will securely store the medication in named boxes which are not in reach of children. We will store medication in the fridge if the prescription label states this. Nappy creams will be labelled and stored next to the changing units. Staff will take temperatures using an ear thermometer to ascertain the actual temperature of a child before administering medication such as paracetamol.

Parents/carers are to provide written details of any illness or conditions, which the children suffer on a permanent basis at the point of registration, or if an illness develops while in the setting which they require medication for. A child with a known medical need will have a care plan formulated and these will be stored in relation to the General Data Protection Regulation 2018. The care plan will detail step by step guidelines of how to support the medical needs of the child. This will list all the professionals, medications, previous operations etc and will be accessed should a child become ill while in our care and needs to go to hospital.

Details of how to call an ambulance and the address of the setting are listed on the wall by the telephone on the main desk.

Where local regulations are required, we reserve the right to take guidance from medical professionals, insurance companies and any other medical professional before staff agree to administer medicines. With regard, to the administration of life saving medication such as insulin/adrenaline injections or the use of nebulizers, the position will be clarified by reference to the BCP Council insurance company and appropriate training will be sought and provided by healthcare professionals wherever necessary to ensure the setting staff receive appropriate training in administering such medications before the child joins the setting.

If medication must be administered during the onset of symptoms, for example an inhaler for asthma, parents/carers must complete a medication form which gives parental consent for staff to administer the medication as and when required. We will make every effort to contact parents/carers by telephone to inform them we have administered the medication, so parents/carers are kept fully informed of their child's wellbeing during the session. Parents/Carers will be required to sign the medication form stating they have been advised of the time and dosage of the medication when they arrive to collect the child.

If a child refuses to take their medication, or does not ingest the full dosage of medication, then staff will not give more medication than what has been dispensed so the child is not overdosed. The parent/carer must be telephoned and advised. If necessary, medical advice must be sought if the medication is required for the prevention of symptoms and the full dose is required (for example, in the event of a liquid anti-epileptic medication not being fully swallowed by the child).

All medications must be provided by the parent/guardian and to be handed directly to staff and not stored in the children's bag. The setting does not provide any medications or cream and we are only able to give medication/cream that has been provided by the parent/carer for their own child.

Any medication that is no longer required in the setting will be returned to the parent/carer for safe disposal. If this is not possible, they will be taken to a local pharmacy for disposal.

Staff

We have a legal duty to ensure that our workforce is fully supported in respect of their own healthcare needs. All staff members have access to BCP Council Occupational Health Department and can be referred for support and advice as required.

All staff members receive regular supervision with their line manager. Staff are to inform their line manager if they are taking any medication (prescribed and non-prescribed) so care plans can be created to ensure their medical needs are met within the workplace. We reserve the right to request for medical advice on whether any medication that has been prescribed is likely to impair a staff members ability to work with children to ensure the staff members and child's wellbeing is maintained.

Staff are to store medication they need to have in the workplace in the medicine cupboard, in a named box which is not accessible to children.

Special Educational Needs and Disability (SEND) Policy and Procedure

Statement of Intent

Within the Setting we value and acknowledge children's individuality. We provide for the individual needs of all children, promoting and valuing diversity and differences. We acknowledge that it is important that children learn to feel good about themselves and value and respect others. Our Setting will attempt to offer a place to any child with special needs, provided we can offer a positive experience of learning through play.

Our aim to have regard to the DfEE Code of Practice for Special Educational Needs and Disability Code of Practice: 0-25 years; The Children and Families Act 2014, Part 3: The equality Act 2010; Special Educational Needs and Disability Regulations 2014; 1989 United Nations Convention of the Rights of the Child (UNCRC) and the Statutory Framework for the Early Years Foundation Stage (from July 2024). We will modify the Curriculum, as required to ensure every child has the same opportunity to achieve.

Aims

We believe that children with Special Educational Needs and Disabilities (SEND) should have access to a broad and balanced curriculum. We aim to provide a safe, secure, caring, stimulating, inclusive and welcoming environment to all children and their families. Our aim is for all children to be included in all activities and we will modify the curriculum as necessary to take account of an individual child's needs in consultation with parents. We will provide activities and learning experiences, and opportunities, to match the needs of individual children, which enables every child to achieve his/her educational potential, in a happy and safe environment. The whole setting has a responsibility to provide a friendly and supportive atmosphere for all children, including those with SEND. Children will be encouraged and helped to overcome difficulties, successes will be celebrated, and self-esteem will be promoted. We will work alongside parents and involve them fully in decisions made about their children's education. We will involve children in the learning process by talking with them about future goals and aims. We will make referrals to external agencies to gain additional support around specific areas of learning.

Definition

A child has a learning difficulty or disability if –

He or she has a significantly greater difficulty in learning than the majority of children the same age or

He or she has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in early year's settings, mainstream schools or mainstream post 16 institutions

Are under compulsory school age and fall within the definition of (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families bill)

Staffing

SEND Lead - Izarbe Lumbreras Argueta

SEN staff – All setting staff play a role in supporting children with SEND

Partnership with Parents/carers

Parents/carers will be consulted and informed about their children's progress, at all stages, and observations recorded on Tapestry and/or through conversations with

parents. We will aim to communicate clearly with an ethos that demonstrates the feeling of working together for the good of the child is fostered. Privacy and confidentiality will be a priority and consent will be sought to work with partner agencies for the development of the child.

We have facilities for disabled children, and we will be discreet in our use of these facilities. Parents/carers and their children's wishes should as far as safely possible be considered. We ask for relevant details from the parent/main carer about special educational needs on the registration form before entry to the setting so we can make adequate provision to support each child's needs from the outset. We will work together with the parents/main carers as partners, to give day to day care and education for the child and for supporting the adults involved and will attempt to build strong relationships and to work closely with all parents, so we can listen to parents/carers and build on children's previous experience, knowledge, understanding and skills.

We will seek additional support for parents/carers who have learning difficulties or disabilities to ensure the setting is accessible and they are able to fully understand the processes and information being provided, and that their views are considered within meetings.

Admissions

All children are admitted to the setting after consultation between parents and the setting. Admissions of all children have due regard for practice as advocated in the Special Educational Needs and Disability Code of Practice (see admission policy). The setting ensures there is equal admission to the setting, irrespective of SEND. Prior to the child's start date, parents will be encouraged to share relevant information to ensure a smooth transition into setting and that all necessary arrangements can be made.

As part of the settling in process, staff will liaise with the family to ascertain the needs of the child, including medical requirements. We will seek specific training in specialist areas if required and ensure all the required insurances and equipment is in place before the child commences.

Inclusion

We will provide equal opportunities and experiences to every child, to ensure a broad and balanced curriculum is available for everyone.

Resources

We have a wide range of resources which allow staff to support all children to make developmental progress. We also have access to purchasing or borrowing equipment from professional services if necessary. If equipment is not available, funding will be sought to loan equipment. Funding will be applied for if the need for additional staffing is required.

Assessment

We will observe all children to record achievement in relation to the Early Years Foundation Stage and will use the Birth to Five Matters Framework (July 2021) to guide staff. This enables staff to identify any special educational needs at the earliest opportunity. A lack of 'maturity' is never used as an excuse for inaction.

We assess all children using a Wellcomm assessment to ensure the development of speech and language is in line with expected levels. We will liaise closely with parents and make referrals, with parental consent, if necessary, to ensure that support from external agencies is sought at the earliest point.

If children's needs cannot be met without support of a 1:1 worker, funding will be sought to employ one. It must be considered whether it is necessary or beneficial to have additional staff or specialist help. If financial support is not available, all situations as to how this can be best used should be explored.

Education, Health and Care plans

We will work with parents and external agencies as required, if it is felt an Education, Health and Care plan is required to ensure there is ongoing support for the child's journey into reception class.

English as an additional language

Children who have English as an additional language are not automatically considered as having a special educational need. They will be observed like every other child.

The role of the SEND Lead

The SEND Lead will be responsible for ensuring the day to day running of the policy is followed. They will co-ordinate the provision for all SEND pupils, give advice and support to staff members, and will oversee the child's records; liaise with parents and with outside agencies. The SEND Lead will Chair meetings and reviews on a regular basis.

SEND training

We will ensure that staff are aware of the individual requirements of every child within the setting and staff members are able support other staff through procedures within the Special Educational Needs and Disability Code of Practice. Our staff attend wherever possible, in-service training on special needs, training specifically for individual children as required and training provided by Early Years and Childcare service or other professional bodies

Links with external agencies

We will ensure that partnerships with other agencies is developed to maximize its positive impact of children's learning. When considered necessary we will consult

with colleagues from the following support services, to help meet the specific needs of every child.

Liaison and Transition

The transition from home to setting, setting to setting and setting to school is an important and often daunting step for both children and parents. We will liaise closely with parents, other setting staff and school staff to ensure that all children are given both opportunities and time to liaise. This may involve staff visiting the family home, another setting and/or the reception class. The reception teacher and teaching assistant will also be encouraged to visit our setting and engage with the children in a familiar environment.

The transition process involves providing information to the reception teacher about every child's individual needs. We will also pass on any records made to new settings, with consent from the child's parents/main carer. All safeguarding records including the chronological records will be passed to the receiving setting/school to ensure the child's needs are met ongoing. We will ensure that meetings involving the manager/Head teacher, SEND Lead and prospective class teacher, ensure that the needs of any child entering the school with SEND/safeguarding risks/needs can be met as fully as possible.

Local Offer

Following the introduction of the new Children and Families Act and the introduction of the SEND Code of Practice (2014) local authorities will be required to publish and keep under review information from services that they expect to be available for children and young people with SEND age 0-25. The intention of this local offer is to improve choice and transparency for families. The local offer should be reviewed annually.

Equal Opportunities Policy and Procedure

Little Explorers will treat all people with respect, value and celebrate their individuality. Any incidents of discrimination will be recognized, recorded, and challenged in such a way as to promote a positive outcome for all. We are open to all children and families in the community. We provide a happy stimulating atmosphere, fostered by practitioners who are dedicated to assisting children to develop and learn at their own pace.

We will take positive action to ensure that this policy is implemented and will work within and comply with legislation and guidelines set, and work with BCP Council policy and procedure, to have due regard for which will include regard for all Acts and regulations as listed at the start of this policy pack.

We will challenge inappropriate attitudes and practices by engaging children and adults in discussion, by displaying positive images of race and disability, and through our staff always modelling anti-discriminatory behavior.

Partnership with Parents/Carers

We welcome all children, families, and staff from the community. We will work in partnership with parents/carers, so children's medical, cultural, and dietary requirements are met.

Families joining the setting are made aware of its equal opportunities policy. Any discriminatory language, attitude, behavior or remarks by children, parents/carers or other adults are not acceptable within the setting. We will positively challenge language, attitude or action which is hurtful to others and will explain the reasons, conduct group work, or run workshops to address inappropriate adult actions and language. We will seek outside support if necessary.

Staff will not assume the child calls the accompanying adult 'Mummy' or 'Daddy' or that Mummy looks after the child, or that they have the same last name. We will ensure that a child's name is pronounced, spelt, and used correctly. Some people have no fore or last name status. Children and parents will be encouraged to share what practices are important to them and no child or family will be made to feel uncomfortable because of their family circumstances. Every effort will be made to treat families in crisis sympathetically and we will work with external agencies to support the child and family as required on an individual basis. Issues such as death or divorce will be treated with extra patience, sympathy and affection and the child and family will be supported accordingly.

We will make every effort to ensure that the time, location and conduct of meetings enable most parents, on an individual basis or in group workshops, to access such events.

We recognize that children and their families have individual needs, and we promote equality and welcome children and parents with disabilities and will do everything practicable possible, to give them access to the nursery in terms of the curriculum, its activities, and the setting environment. We will make the child and family feel that they belong by dealing with their needs openly but without fuss and over protection but will have regard for our safeguarding procedures. We will assist families who may need extra reassurance and help with liaising with external agencies. All children will be encouraged to be supportive and helpful towards every child and adult within the nursery. Staff will become thoroughly acquainted with every child's needs and will, if necessary, gain support from outside agencies and work in close partnership with the family.

We offer a flexible payment system for families with differing needs. No family should be discriminated against because of financial difficulties.

Every child is allocated a keyworker upon joining the nursery, however Little Explorers operates a team approach so all staff are involved in every child's care.

Employment

Staff are recruited based on their abilities to complete their job descriptions and their qualification status. We are an equal and fair employer and apply procedures to recruitment to make the selection process fair and equal.

We hold regular staff/training meetings providing practitioners with the opportunity to undertake professional development, curriculum planning and discuss the development of children.

We adhere to the qualification statuses as set out by statutory guidance in respect of staffing, and we actively support all staff members to access and achieve higher qualifications as part of their personal and professional development.

Everyone has a responsibility to report any forms of discrimination or harassment taking place. All managers have the responsibility of establishing and maintaining a working environment that is free from discrimination and harassment. All managers are directly responsible for the conduct of their staff. All staff are expected to comply with this policy.

Any complaints of discrimination or harassment will be taken very seriously and investigated thoroughly and promptly. If allegations are found to be true, appropriate disciplinary action will be taken to eliminate any further inappropriate behavior.

It is everyone's responsibility to report any discrimination or harassment, if you are a victim of either it should be reported immediately, and it will be treated with sensitivity and will remain as confidential as possible. You are not required to report your complaint to anyone who is involved, for example if your line manager is the person discriminating or harassing you can go directly to someone in Human Resources. However, we do encourage that if a person is making you feel uncomfortable and is behaving inappropriately towards you to tell them that they are doing so.

There will be no retaliation towards you after making a complaint about one of the above, if you find there is then to take the above action against to log a complaint regarding the retaliation. It will be investigated, and further action taken if appropriate to do so.

Festivals

We will show respect and awareness for all major events in the lives of the children and their families. We promote an awareness and understanding of the diversity of religious; social, ethnicity and cultural backgrounds. To achieve this, we will acknowledge festivals which are celebrated in the local community and/or by the families involved in the nursery. Families will be invited into the nursery to share and help both the children and staff learn about festivals they are unfamiliar with. Staff will seek appropriate information on the celebration of festivals they are unfamiliar with. Without indoctrination in any specific faith, children will be made aware of the festivals which are celebrated by their own families and others and will be introduced where appropriate to the stories behind festivals. Children will be provided with the opportunity to become familiar with and enjoy taking part in a range of festivals, stories, celebrations and special food and clothing as part of the diversity of life. Acknowledge and value each child's individual stage of development, culture, religion, language, racial background, and family group. Provide activities to promote our world within the Early Years Foundation Stage.

Ethics

All children, parents/carers, staff, and visitors will be respected, their individuality and potential recognized, valued, and nurtured. Activities and the use of play equipment will offer children the opportunities to develop in an environment free from prejudice and discrimination. We promote images of people, male and female, with and without disabilities from a range of ethnic and cultural backgrounds. Appropriate opportunities will be given for children to explore, acknowledge and value similarities and differences between themselves and others.

Food

We will ensure that all medical, cultural, and dietary needs are met.

Resources

Materials used in the nursery will be chosen to give children a balanced view of the world and an appreciation of the rich diversity in varying abilities and the multi-racial nature of our society. Diversity is a cross curricular theme and incorporated into curriculum frameworks, the nursery ethos, and the attitude of staff.

Resources will offer opportunities to play, learn and develop in an environment free from prejudice and discrimination and will be carefully selected to give children a balanced view of the world and an appreciation of the rich diversity of our multi-cultural society. It will enable children to develop an awareness of Cultural Values.

Resources will reflect the diversity of our society, not just the group. Activities such as dance or music, will consider a variety of cultural musical styles. Opportunities will be provided for all children to experiment with a range of instruments that allow the experimentation and experience of sounds that are familiar from other cultures. Resources and language will be selected to help children develop self-respect and respect of others, by using images and words that positively reflect, are accurate and realistic of all members of society. Resources will allow children to explore, in a positive way the differences and diversity of society. Images, books, and resources will reflect, support, and enhance equal opportunities and diversity. The most important factor in choosing books to use with children remains literary ones – the quality of the language, characterization, and the appropriateness of the content. Our aim is to foster a love of reading and enrich the diversity of society through the understanding of text.

Training

We seek training opportunities for staff and volunteers to enable them to develop anti-discrimination and inclusive practices, which will enable all children to flourish. We review and monitor practice to ensure that we are fully implementing our policies for equality, diversity, and inclusion. All staff will undertake The Prevent Duty training as part of their induction.

How we implement equality

All children, families, staff, and visitors will be respected and their individuality and potential recognized, valued, and nurtured. We will provide opportunities for children to explore, acknowledge and value similarities and differences between themselves and others. We apply importance to the teaching and learning of respect and understanding of cultural differences and apply value and richness to the co-operation that this can produce. We will emphasis common elements and values rather than stressing differences to unite and divide. We need to present the world as it is, and as we would like it to be. We will pay careful attention to the possibility of bias in curriculum content and materials such as books and policies. Staff will ensure that everybody has equal access to every activity and will actively seek ways to combat sexism.

Registers will be compiled electronically and listed in alphabetical order.

Routines, such as lining up, grouping, or sitting at tables, will be random. Staff will avoid sexism in language and opportunities for discussion of attitudes of gender should be incorporated into group activities. Staff will implement strategies to help children participate in activities to counteract stereotyping, such as, inviting visitors into the nursery who have non-traditional roles and providing opportunities for children to undertake activities that stimulate non-stereotyped imaginative play through role play.

Planning for activities and events will consider any special educational needs and disabilities. Our response will demonstrate support for the person affected, and to help those responsible to understand and overcome their prejudices and to make to clear that such behavior/remarks will not be tolerated. Learned behavior or attitude can be unlearned.

Language

Information, written and spoken, will be clearly communicated in as many languages necessary through accessing external support as and when required.

Bilingual/multilingual children and adults are an asset. They will be valued, and their languages recognized and respected in the setting.

Learning and Development Policy

The Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage (EYFS) January 2024 is the curriculum set out by Ofsted and provides the statutory duties our setting must adhere too.

Little Explorers uses the non-statutory Birth to Five Matters guidance provided by Ofsted, to track children's development. This document provides a framework of the expected stages of development for children aged from birth to 5 years.

We plan around the Early Years Foundation Stage (EYFS), which provides plentiful opportunities for the development of personal progression. Our daily routine allows opportunities to develop in all seven areas of the EYFS.

The seven areas of learning:

Three prime areas

- Personal, emotional and social development
- Communication and Language Development
- Physical Development

Four specific areas

- Literacy Development
- Mathematical Development
- Understanding of the world
- Expressive arts and design

Play is intrinsic to children's learning and is essential for development. For our younger children we focus on the prime areas of the EYFS which enables opportunities to develop skills in the foundations of learning and development. As children become more skilled, we incorporate the specific areas of learning into activities, so children have plentiful opportunities to develop their skills and knowledge in preparation for entering school.

We believe that high quality care and education is promoted by providing children with safe, clean, attractive, age and stage appropriate resources, toys, and equipment. The toys and equipment at Little Explorers provide first-hand experiences and opportunities for independent exploration to develop new skills and concepts in their natural course of their play. We are led by the children's developing interests and exploration and therefore our planning is very much depicted by the children on both an individual and group basis.

Equipment

The equipment that we provide will be appropriate for the ages and stages of the children, which promotes the developing imagination and provides achievable challenge to extend learning.

We will ensure that when we purchase new resources and equipment consideration will be given to:

Ensure it meets the needs of the group and there is a mix of resources that promote both active and quiet activities, which seeks to develop confidence and independence.

Resources will feature positive attributes and images of males and females from a range of diverse backgrounds with and without disability.

We will include a range of safe raw materials which can be used in a variety of ways to encourage an open-minded approach to creativity and problem solving in consideration of any allergy/medical requirements.

To provide materials and props to promote opportunities to learn right from wrong through stories and role play resources.

We believe that actively promoting the participation of children in the planning of activities creates a sense of partnership and benefits everyone in the setting. Involving and consulting children helps them to develop new skills such as negotiation, sharing, and understanding the perspectives of others. It helps them to understand how decisions are made and shows them that their opinions are important. The age and maturity of each child, together with the type of decision being made, determine the extent and nature of their involvement, however, the basic assumption is always that children will be involved. We will be active in utilizing the child's voice and will consult with children when funds become available and use their interests and ideas to purchase new resources.

Every room has an allocated room leader, and they are the allocated keyworker for the children in the room. All staff in the room take observations of every child, which offers a balanced overview of the child's development. All staff form positive relationships with children and their families so we can meet their needs appropriately. All staff are involved in a child's care and education.

Observations inform us of achievements and areas of development that require more practice, which are shared daily via our online Tapestry learning journals with parents. Parents are encouraged to complete their own observations and share learning in the home on Tapestry.

We operate an 'independent learning' system. In practice, this means that a large part of the morning and afternoon session is specifically designated to providing children with opportunities to freely explore the indoor and outdoor areas of the setting which enables staff to support children in their individual learning. Children are encouraged to make decisions and choices about their self-chosen activity as they engage and co-operate in play with other children. Appropriate adult intervention supports and extends the natural desire to learn, where children are encouraged to be polite, listen, share, and take turns. All children are included in all activities and activities are adapted to ensure there are opportunities for everyone to engage and learn.

We promote knowledge and understanding of the wider environment where we actively incorporate individual interests within the day-to-day session. Staff will support learning by modelling appropriate actions and asking open-ended questions to further develop understanding.

Circle time activities introduce young children into skills that will be necessary as they enter school, alongside providing lifelong opportunities to develop confidence and vital life skills such as listening, respecting others personal space, developing a love of story and turn taking.

We offer targeted Healthy Movers activities daily into practice to support children to be active to support the national target of reducing obesity and increasing activity to be healthy for life. We also offer targeted Jigsaw sessions for children who are due to commence school the following year to support their developing Personal, Social and emotional development. This program seeks to work as part of a national awareness of children's mental health and the importance of openly talking about feelings.

We offer targeted support for communication across the entire nursery and in 2024/2025 the nursery is participating in active research to develop oral language skills. The nursery will offer targeted work to all pre-school children involved in the project.

We offer targeted attention groups on a sessional basis to our 2 year olds to support their developing attention and language skills, so early identification of difficulties can be identified and supported from the outset.

Outdoor learning

We value outdoor play, and it is an integral part of the daily routine, and we consciously seek to transmit a positive attitude to the outdoors and enrich the child's understanding of the world around us. Active learning experiences are essential for young children as they give children opportunities to practice their developing skills and to explore their world whilst also supporting physical, mental, and emotional development. Being outdoors has a positive impact on children's sense of well-being, their energy levels, their mental health and supports all aspects of children's development and the delivery of the EYFS curriculum. We aim to provide children with opportunities to practice their developing skills, make them feel good and to explore their world. We believe that children should begin to take risks and face challenges outdoors.

As a whole nursery, we actively work in partnership with various external agencies, and we actively promote good health and nutrition to reduce obesity rates. Within our routines we actively make snacks and mealtimes a social occasion, and support children to make healthy choices. We work within the guidance as set out by the Health Authority and actively seek to promote health through positive, fun, and active play experiences, so children foster a love of movement and create interests for future health and wellbeing as an adult.

We do not see weather as a barrier to outdoor learning and we encourage parents/carers to provide appropriate outdoor clothing, which enables children to fully access the activities outside. This will include, but is not restricted to waterproof clothing, appropriate footwear, sun protection cream and a hat.

Staffing ratios

Ofsted set guidelines on the minimum number of staff we must have in relation to the age of children:

- 0-2 years – one staff member to every three children
- 2-3 years – one staff member to every five children

- 3-5 years – one staff member to every eight children
- 3-5 years – one staff member to thirteen children is there is an EYP working directly with the children alongside other fully qualified staff

Some children may be staffed on a one-to-one basis, in accordance with their learning/medical needs. We will access additional funding to meet the individual needs of the child as required.

The nursery environment is set out, so we have separate rooms/areas in accordance to ages, to ensure we meet the developmental needs of children and consider health and safety in relation to resources and equipment.

Positive Behaviour Policy and Procedure

We aim to work in partnership with parents/carers which lay foundations from which children will grow into happy, self-confident, self-regulating children. We believe that children flourish best when they know how they are expected to behave.

We provide a stimulating environment in which children can develop self-discipline and self-esteem in an atmosphere of mutual respect, politeness, and encouragement to promote the values of being respectful and considerate towards others. We believe in working towards managing behavior rather than the discipline of children. We will work together as a staffing body, with parents/carers and other supporting professionals with parental consent (Early Support, Portage, Area SEND Officer, Speech and Language Therapists and Health Visitors), to create an environment of an orderly community where effective learning may take place, which develops mutual respect between all members. We hope that an understanding of what is expected from everyone will enhance the situation so that children are free to develop their play and learning without fear or being hurt or hardened by anyone else.

In order to achieve this we believe that positive reinforcement of good behaviour is more effective than negative punishment. Praise raises a child's self-esteem and develops an ethos of kindness and will promote good behaviour rather than deterring anti-social behaviour.

Ensure all adults provide a positive role model regarding friendliness, care and courtesy and offer strategies for handling conflict and provide an environment and atmosphere that is relaxed, pleasant and friendly.

Ensure that rules are explained to both adults and children who are new to the setting and that staff apply rules consistently and clearly, so children have the security and knowledge of knowing boundaries, which provides opportunities to build up useful habits of behavior. Staff should consider the age and stage of the child's development and children will be made aware of the need for goals and boundaries and specific expectations for their behavior in ways appropriate to the level of understanding.

Adults support children to challenge bullying behavior appropriately and will praise and endorse desirable behavior. Staff reward behavior that is polite, kind, helpful, sensible, and generous. Praise will outweigh censure where possible and ignore undesirable behavior and give praise when that behavior ceases and is replaced by an improvement. We will take steps to avoid a situation in which children receive adult attention in return for undesirable behavior.

We encourage responsibility, such as helping to tidy up and staff will take the time to explain the reasons for children being asked to do something. We will listen to all children and respond appropriately and will intervene and redirect, if necessary, to prevent disagreements developing, that children are unable to handle. Staff will consult with the manager if behavior causes concern. Children who are causing particular concern will be discussed in staff meetings, so everyone is aware of the situation. The educational psychologist may be consulted and/or other external agencies, such as the Local Office under our Safeguarding policy and procedures. A record will be kept of behavioral problems which must include a written statement of actions, times, discussions, and meetings.

Build trusting relationships with all children and their families through the key worker system, builds a necessary climate for the discussion of behavior and attitudes and builds confidence in expressing any concerns.

We will always supervise children's play, both inside the building and outside in the gardens as per statutory guidance. Supervision will be paramount at the beginning and end of the session when staff will closely patrol the exit doors and in such instances where physical play could lead to injury. Staff will exercise judgement about whether to intervene in rough and tumble play which can be enjoyable, but which could result in injury. Staff will encourage children to distinguish between the important and the trivial.

If parents think their child is being bullied, they are requested to inform the manager/family worker noting, if possible, who is doing it. Bullying is the conscious desire to hurt or harm someone through physical, verbal, or emotional aggression. Children will be made to realize that this is unacceptable behavior, and the staff will respond as necessary. This may include in extreme cases the removal of the child's place in the setting.

We believe in:

Praising and rewarding behavior through gestures, verbal praise, stickers and sharing positive behavior through group activities. We will provide positive role models and will provide resources to enable children to identify the difference between acceptable and unacceptable behaviors.

Building positive relationships with every individual child through the key person/family worker role

We include 'nurture' activities into our daily practice to support children in developing an awareness of behaviors and feelings

When children behave in unacceptable ways that may cause distress, harm or injury to themselves, other children/staff and/or the environment:

Incidents will be managed in a calm and controlled manner

Staff will give 1:1 support to all parties involved to establish the cause and actions of those involved.

Staff will discuss in an appropriate manner why displayed behaviors/actions is inappropriate/unacceptable.

Children are to be encouraged to tell adults what is happening to them – it is not telling tales. All parties are to be encouraged to have a say and to listen to the other person's viewpoint. We provide regular opportunities to participate in nurture group activities which help promote an awareness of feelings and ways in which we can safely manage these.

Physical punishment such as smacking or shaking will not be used or threatened nor are any such practices which humiliate or frighten children and techniques intended to single out children are not used.

Where physical restraint is unavoidable, to prevent further injury, to prevent injury to other children/staff and/or serious damage to property, the minimum amount will be used. Any such instance will be recorded on an incident form and the parent notified on the same day. Parents will be requested to sign the form to verify they have been notified.

In cases of serious misbehavior, such as bullying, racial abuse or other forms of abuse, the unacceptability of such behavior and attitudes will be made clear immediately, but by means of explanation and not personal blame. It will be made clear the behavior is unwelcome, not the child.

Adults will respect the developmental stage of the child and the cultural boundaries of behaviors.

Reoccurring instances will be recorded and monitored by staff to ascertain if there is a pattern to behavior, to identify triggers. Parental consent will be sought to request additional professional support for the nursery when behavior management strategies are not effective, and there is a risk of the child being injured through their own behaviors, a risk to other children, staff, or resources.

The setting will implement strategies and concepts during group activities and will seek to highlight and provide language that links feelings to words.

Staff should be aware that some behaviors may arise from a child's learning need, developmental stage, or cultural belief and behaviors that cause distress or harm to a child, others or the environment will be recorded and used as a base point of implementing strategies with parents and other professionals involved with the child. Parental consent must be sought before contacting outside agencies unless the child is at significant risk of harm and is a safeguarding issue.

The setting will provide in-house training and/or external training as required to ensure the staffing team are consistent in their approaches

In extreme cases the child may be excluded from the setting.

These are some useful websites for information:

www.incredibleyears.com

www.practicalparent.org.uk

www.parentingacademy.org

Complaints Policy and Procedure

We aim to provide the highest quality of education and care for all children. We aim to welcome each individual child and family and to provide a warm and caring environment within which all children can learn and develop as they play. Staff aim to make themselves available before and after every session, where we aim to build relationships with all the parents/carers, so any concerns/complaints can be dealt with promptly and appropriately.

We believe children and parents/carers are entitled to expect courtesy and prompt careful attention to their needs and wishes. Our intention is to work in partnership with parents and the community generally and we welcome suggestions on how to improve our group at any time.

Parents are encouraged to provide us with feedback on how they feel we are responding to their needs through personal conversations with the keyworker or manager.

We believe that most complaints/concerns are made constructively and can be sorted out at an early stage. We also believe that it is in the best interests of the nursery and parents/carers that complaints are taken seriously and dealt with fairly and in a way that respects confidentiality.

If a parent/carer has an issue either involving their individual child or the Nursery as a whole, they should raise the issue with:

- Your child's Key worker
- Nursery manager. Sally Hobbs: 01202 480733.
Sally.hobbs@bcpcouncil.gov.uk
- Line Manager: Jeanette Yorke jeanette.yorke@bcpcouncil.gov.uk 01202 127502
- Registered Person: Jeanette Yorke jeanette.yorke@bcpcouncil.gov.uk 01202 127502
- Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD Tel: 0300 123 1231

In the first instance every effort will be made to resolve any matters within the setting.

If a parent makes a formal complaint in writing or by e-mail, and the complaint relates to one or more of the statutory requirements, it is now a mandatory requirement for the setting to investigate the complaint. It may be necessary to use external agencies within the investigation if required (for example, safeguarding agencies) to fully investigate the matter. The setting must take any necessary action and the outcome of the findings be provided in writing to the person making the complaint within 28 days and providing Ofsted with details of the complaint and the outcome of the investigation.

We will keep a written record of the complaints, any action taken and outcome and provide a summary to Ofsted. We will retain records from the date on which the record was made for a period of ten years, and these will be stored in accordance to General Data Protection Regulation, 2018

Emergency closure policy/procedure

Our aim is to ensure the safety and well-being of all the children, parents/carers, visitors, staff, volunteers and students in the setting always. The procedures outline steps to be taken to ensure good communication, orderly conduct and to ensure that the setting is prepared to respond to an emergency in a planned and safe way. It is important that all staff, volunteers, students, and parents/carers are aware of the procedures regarding the emergency closure.

There are certain situations where the building must close, for example, failure of systems such as water or heating, damage to the building, severe weather conditions or an illness epidemic. If the number of staff in the setting is too low to ensure the safety and well-being of the children, the setting will close.

The decision to close is never taken lightly and we will provide as much notice as possible.

It is important we have correct contact details for any child in the settings care. Should we need to contact the parent/carer in the case of an emergency. In addition to this we require information regarding who has parental responsibility of the child and anyone who is not allowed legal access to the child through Court Order.

If a decision is made to close the setting due to snow/bad weather in the morning, before 8am, it will be advertised on the local radio stations e.g. Heart FM, it will also be advertised on Tapestry. Parents will be reminded in advance of potential closures if the weather forecast is for bad weather which could impact on the opening of the setting. Parents will be advised to check Tapestry before they leave home.

If we must close the setting during our opening hours for circumstances beyond our control, we will contact parents/carers via telephone and ask for children to be collected as soon as possible. If we have had to evacuate the building, you will be notified of where to collect your child from. Staff will remain with the children until collected.

Where closures are due to snow and severe weather (classified as "An Act of God") our policy is to charge as normal for the missed day care sessions.

Where closure is due to failings/problems with the building and systems our policy is not to charge for any missed day care sessions.

If required under safeguarding and welfare requirements within the Early Years Foundation Stage (EYFS), then we will notify Ofsted of any closure and the reasons for this.

Lockdown policy/procedures

As part of our health and safety policies and procedures, Little Explorers has a lock down policy. On very rare occasions, it may be necessary to seal off the nursery so that it cannot be entered from the outside. This will ensure that pupils, staff and visitors are safe in situations where there is a hazard or perceived hazard in the grounds of, or within the near vicinity of Somerford Primary School. A lock down is implemented when there are serious security risks on the premises due to for example:

- A reported incident or disturbance in the local community
- An intruder on site
- A warning being received regarding an environmental risk locally
- A major fire in the vicinity
- The proximity of a dangerous animal
- notification from an outside agency surrounding an individual child which could place a child/setting at an increased risk of a disturbance occurring
- a bomb threat. Most bomb threats are made over the phone and the overwhelming majority are hoaxes made with the intent of causing alarm and disruption. Any hoax is a crime, and it must be reported to the police immediately.

PROCEDURES

A lockdown will be initiated in the first instance by a member of staff blowing the whistle and stating a set phrase only known to staff. Staff will gather all the children together as quickly (if the garden) and return to the building.

There are two types of lockdown:

Partial Lockdown –

- A partial lockdown is a precaution aimed to keep children and staff safe while remaining indoors. Children and staff should remain in the building and all doors and windows leading outside should be locked. All blinds to be pulled down. No one should be allowed to enter or leave the building; however, the setting can otherwise continue as usual.

Full Lockdown –

- A full lockdown is when all the persons in the building are grouped into one central place for the safety of everyone.

Staff should:

- calmly move all children to the conservatory.
- Staff to take the evacuation bags from both rooms and emergency medications to the sensory room
- There is water available in this room
- Staff must take all tablets from both rooms to the sensory room

- Staff must attempt to keep the children as quiet and calm as possible until the dangerous situation is over.

The manager should:

- The Manager or Deputy Manager will immediately call 999.
- If safe to do so, use the internal phone to alert Somerford Primary School and Christchurch Hub of going into a full lockdown.
- Sweep through the building to check for children or visitors left behind
- Check and secure all external windows and doors and ensure all blinds are closed
- Turn off lights
- The manager is to collect the main first aid box, registers, visitors book and contact information for families along with the cordless phone and laptop and charger and take to the conservatory
- check all persons are accounted for that are in the building.
- Remain inside the conservatory until a member of the police deems it safe to come out once the danger has passed
- The manager will alert senior managers of the situation via the laptop when able too
- All parents will be notified via Tapestry that an incident has occurred, and the setting is in a full lockdown and to not attend the nursery until notified that it is safe to do so

When it has been confirmed that it is safe to leave lockdown procedures, the manager will do a sweep of the building to ensure it is safe. Normal activities will resume within the building.

- Manager to inform all parents it is safe to collect their child via Tapestry
- Records will be made of the event and actions taken
- Ofsted and the Local Authority will be informed within 24 hours of the incident occurring

Parental Terms and conditions

1. General

Age of Admittance

12 weeks to 5 years of age.

Hours of Opening

The Nursery is open Monday to Friday from 08:00am to 6:00pm, 50 weeks a year excluding bank holidays.

Settling In

It is our aim to allow all children time for settling in, so that the child can form relationships with the staff and become familiar within the nursery surroundings. Each child and their needs differ so the length of time for settling in varies from child to child.

Change of Details

You must immediately inform us of any changes to your registration details.

Court order

You must inform us if your child is the subject of a court order and provide us with a copy of such order on request.

Nappies

You must provide nappies and creams (if required).

Off Premises Visits

Staff will occasionally take the children for walks or visits off premises during the course of their sessions in accordance with statutory staffing requirements. We will advise parents/carers of any outings in advance

Mobile Phone

To ensure the safety and wellbeing of all children who attend our nursery we enforce a no personal mobile phone usage within our settings. Should you be on your personal mobile phone as you arrive at the nursery can we please ask that you conclude your phone call before entering the premises.

Diversity

We welcome all families into the nursery and we celebrate festivals from around the world and positively promote all faiths and religions in a positive manner. We will actively challenge any negative remarks about any minority grouping to ensure everyone feels welcome in our setting

Nursery Closure

The Nursery is closed on all public Bank Holidays. We close for one week at the end of August and for the week between Christmas and New year. We have training days across the entire year and we will advise of closure dates in advance via Tapestry.

Complaints or Concerns

If you have a concern or complaint, please speak to your key worker, and/or the nursery manager and we will address your complaint in line with BCP Council complaints procedures. We will advise Ofsted, as required by statutory rulings.

2. Medical

Emergency Treatment

Any child who attends Nursery and has an accident whilst in our care will be given basic first aid treatment by staff. This will include the treatment of minor cuts, bumps, or bruises. All staff receive paediatric first aid training as part of their mandatory training schedule. Any accident or incident is shared with parents on the same day as a record of an injury occurring. We will record any injuries upon arrival that have occurred outside of the setting and parents will be required to complete and sign a form upon arrival.

Sickness

The Nursery will make every effort to notify parents should their child become ill at the Nursery. Please note minimum exclusion periods apply and must be adhered to

avoid the spread of infections to others. We follow the guidance as laid out by the Health Protection Agency

For the benefit of the other children in the nursery, you must not allow your child to attend the nursery if they are suffering from a contagious disease which could easily be passed on to another child during normal daily activities of the nursery. Parents/carers are required to Inform the nursery if your child is unwell and not attending the nursery.

You must inform us immediately if your child is diagnosed with any allergy or intolerance.

3. Safeguarding

We have a duty to report any concerns to the First Response Safeguarding team if we are concerned about the welfare of a child. We do not have to gain parental permission to share this information under safeguarding procedures if we feel a child could be placed at harm by sharing the information with the parent/carer.

The Nursery has a full written policy on Safeguarding which is available for viewing at any time. If any parent/carer has concerns about the welfare of a child, then they can raise this with the Designated Safeguarding Lead (Sally Hobbs) or Deputy Safeguarding Lead (Jakki Spicer) for the nursery, and information will be passed to the relevant agencies for further investigation

Collection of Children

Children will not be released into the care of anyone other than those named on the childcare registration form unless authorised by the parent/legal guardian by telephone or in writing. If we are not reasonably satisfied that an individual is allowed to collect your child, we will not release your child into their care. All families will be required to set their own personal password to ascertain safe persons for collection. Only persons over the age of 18 years can collect a child, except for the young person being the child's parent.

4. Property and Premises

Personal Property

The Nursery does not accept responsibility for loss or damage of personal property brought on to the premises by children or parents. Please discourage your child from bringing items of value to the Nursery.

Clothing

Parents are requested to send children in easily washable, clearly labelled clothing which is appropriate to the weather conditions. Please provide a spare set of clothing for your child in case of an accident or the need for change of clothing, along with wellie boots, waterproofs, sunhats and sun cream. Please send your child to nursery in suitable footwear (we do not permit croc style shoes or open toed sandals)

5. Food and Drink

Water

Fresh drinking water is available to all children throughout the day. For the older children water is available for them to help themselves when thirsty, this promotes independence and self-help skills. For the younger children water will be available and offered throughout the day alongside designated snack and mealtimes in either beakers or cups depending upon the age and stage of development of the children. All children will be encouraged by the staff to drink water throughout the day as part of our commitment to offering healthy food and drink options.

Meals & Snacks

We provide breakfast (cereal), mid-morning snack (fresh fruit/ raw veg), hot lunch, mid-afternoon snack (fresh fruit/raw veg), and a cold tea (salad and sandwiches). Milk is provided at breakfast and at snack times, and water is provided at mealtimes.

Children bringing their own lunchboxes must comply with our healthy eating policy. We do not allow crisps, chocolate and we are a nut free setting. Parents are required to put an ice-pack in their lunchbox so foods remain chilled and fresh.

Milk Feeds

You are required to bring in your own bottles and formula milk and/or breast milk and we will make feeds as needed throughout the day in accordance to individual routines. We can sterilize bottles as needed.

6. Fees

Schedule of Fees

Fees are calculated on a 50 week booking pattern. The current schedule of fees is available from the nursery manager

Absence

Fees remain payable for periods of absence (Holidays and Sickness) as the child's place is kept open and staff and associated costs continue to accumulate and be met by the nursery. If we are advised in advance we will remove food costs for pre-booked absences such as a holiday.

Free Childcare Hours

Children are entitled to claim and access up to 15 funded hours per week for 38 weeks per financial year for eligible 2-, 3- and 4-year-olds. Some 3- and 4-year-olds, are entitled to claim an additional 15 hours of free funded sessions (known as 30 hours funding) if families meet the criteria for eligibility. The 38 funded weeks are split by the Local Authority into three terms as closely as possible to match the school terms.

Little Explorers offers 'term time' funding (funding over 38 weeks of the year) or 'stretched' funding (over 50 weeks a year). This enables parents to have flexibility in how they wish to use their free entitlement. Little Explorers offers funded sessions in blocks of 5 hours which apply from 8am-1pm or 1pm-6pm every day. This applies to 2, 3 and 4 year old funding. Funding can be claimed between the hours of 8am and 6pm. Little Explorers offers funding in blocks of a minimum of 5 hours and a maximum of 10 hours per day.

Funding can be split over a maximum of two early years' providers, and it is the parent's responsibility to declare on the Parental Agreement Form how they would like their funding allocated. The Local Authority will conduct checks to ensure parents do not over claim on their free entitlement. Little Explorers will request a funding form is completed at the start of each new academic year which goes from September to August.

Every nursery a child attends will be required to complete a parental agreement on an annual basis and no claim for funding can be made without a completed form.

Term time only funded sessions:

15 hours of funding means you are able to access 3 x 5 hour funded sessions per week on a 'term time' basis over 38 weeks. This can be a combination of mornings, afternoons or a full day in accordance to places available in the nursery.

30 hours of funding means you are entitled to 6 x 5 hour sessions per week on a 'term time' basis over 38 weeks a year. This can be a combination of mornings, afternoons or full days in accordance to places available in the nursery.

Term time funding does not apply to holiday periods as listed in the school academic calendar (February and October half terms, Easter holiday, Christmas holiday and summer holiday). Attendance during non-funded periods will be charged at the non-funded rates. Hours attended in addition to the free funded entitlement will be charged at our non-funded rate applicable to your child's age.

Stretched funded hours:

15 hours of funding means you are able to access 2 x 5 hour funded sessions per week on a 'stretched' basis over 50 weeks of the year. This can be a combination of mornings, afternoon or one full day session in accordance to places available in the nursery.

30 hours of funding means you are entitled to 4 x 5 hour sessions per week on a 'stretched' basis over 50 weeks of the year. This can be a combination of mornings, afternoon or full day sessions in accordance to places available in the nursery. Hours attended in addition to the free funded entitlement will be charged at our non-funded rate applicable to the child's age.

Parents will be permitted to retain their free funding for up to 10 days of non-attendance for 'family holidays' per term. Any 'holiday non-attendances' more than 10 days will **not** be paid for via funding and you will be issued with an invoice for sessions not covered through funding as per our fee structure. Funding will not be recovered for short term sickness, but any long-term absences will be looked at on a case-by-case basis. Sessions (funded and non-funded) cannot be swapped to other days to counterbalance non-attendances. Parents are required to contact the nursery if your child is ill so that it may be recorded in the register. Parents have a responsibility to use all the funded hours they applied for on a regular basis and regular non-attendance for reasons other than holiday or sickness may result in your funding being withdrawn.

Funding does not include food/snacks consumed during the funded hours and this is charged as an additional service. All children (funded and non-funded) have the option of bringing their own food/snack for the session/s attended or to 'buy' food from the nursery for an additional charge as per our fee structure. Lunchbox contents must comply with our healthy eating policy. Little Explorers will automatically provide meals and charge accordingly unless the parent/carer specifically requests they wish to supply their own foods. The nursery will provide milk and water for no additional charges. Little Explorers will invoice all children monthly, which will detail how your sessions have been charged. This will include funded sessions, non-funded fee-paying sessions and any food costs incurred.

Little Explorers require 4 funded weeks' notice in writing should you decide to take your child out of the nursery or reduce their hours. If notice is not given Little Explorers will retain 4 weeks funding in lieu of notice as per the Local Authorities guidance, unless it is for one of the reasons on the Local Authorities 'Transfer Form' a copy of which is available on request. Non-payment of fees or misuse of funding could result in your child losing their place at Little Explorers and any unpaid debt being passed to the Debt Collection Department at BCP Council and monies owed will be recovered through the Courts.

7. Booking Patterns

Booking patterns are available on a 50 week or 38-week term time only basis

Sessions

Full days are calculated from 08:00am to 6:00pm. Half Day sessions are calculated from 8am to 1:00pm or 1:00pm to 6:00pm. If you wish to only send your child between the hours of e.g from 9-12noon, we will charge/claim funding at the half day rate. If you wish to send your child between the hours of e.g. 9-3pm then we will charge/claim funding at a full day rate.

Additional Sessions

If Additional Days have been booked, these will be invoiced on the following months invoice. If you book and then cancel you will still be charged for the day/session booked

8. Payment of Fees

Fees are due monthly in advance in accordance to your booking pattern by the 10th day of each month. Invoices are generated electronically and emailed to the parent for payment. We accept payments by bank transfer (details of our account will be on your invoice). We accept childcare vouchers and Gov.uk payments. You can also pay by standing order or cash. All payments received must have the reference of 'LEN-' and the child's surname

9. Cancellation

Termination of Contract

If you no longer wish to maintain your child's place at the Nursery you will be required to give thirty (30) days' notice in writing or by email to the nursery manager. We reserve the right to exclude a child from Nursery for any breach of the childcare contract. We may terminate your childcare contract if your child's behaviour at the nursery is deemed by us to be unacceptable or endanger the safety and well-being

of other children at the nursery. We reserve the right to cancel your child's place in the nursery for non-payment of fees. We reserve the right to recover unpaid fees via the Courts.

I am aware that the full policy documents are available for viewing upon request