



Acorn to Oak Nursery and Preschool

Accidents & Incidents Procedure

Overview

We believe that the safety of the children is of paramount importance. We make our nursery a safe place for children, parents, staff and volunteers. In the event of a minor or major accident all staff and volunteers are aware of and follow the procedures as set out below:

Procedure

Minor accidents or incidents:

- The child should be taken to the first aid point in the room.
- If required, PPE should be worn (for instance, if there's bodily fluids involved).
- A qualified first-aider should assess the injury.
- If first aid is required the injury should be treated.
- The child should then be settled back into the room and observed as necessary (All head injuries are to be observed every 10 mins for the first hour then every half hour thereafter until the child is collected by parent or carer).
- The Accident/Incident should then be recorded on iConnect in the 'Accidents' tab.
 - The initials of the staff member recording the accident should be included in the report.
 - The child's key person, or the room leader in their absence, will ensure that the parent signs the accident on ParentZone as soon as possible to acknowledge the accident.
- If deemed appropriate by the First Aider **and** Manager/Deputy, the parent/carers may be called. It may then be recommended they come and collect the child.

Major accidents or incidents:

- At all times the staff must wear protective clothing (disposable gloves and aprons)
- If the child can be moved the child should be taken to the first aid point.
- A qualified first aider should assess the injury.
- If the senior person in charge deems the accident serious enough or life threatening, 999 should be dialed.
- The Manager/Deputy should be notified immediately.
- If first aid is required, the injury should be treated if appropriate.
- Manager/Deputy and first aider will assess the child.
- The Parent/Carer will be contacted, and arrangements will be made to meet them at the hospital (if 999 was dialed). A member of staff will accompany the child to hospital but will not sign for any treatment to be carried out; they will act solely to comfort the child and provide a familiar face until the parent/carers arrive.
- Once the parent/carers have arrived the member of staff should give the parent/carers full details of the accident/incident and offer support as required.
- If the child does not require immediate hospital attention and is able to wait for the parent/carers to arrive, the child should be kept as comfortable as possible, and



a first aider should stay with the child until the parent/carer arrives.

- As soon as reasonably possible, the accident must be logged into iConnect under the 'accidents' section and the parent/carer must be asked to sign.
- The directors must be notified at some point between the initial discovery of the injury and the accident being logged into iConnect due to Ofsted most likely needing to be notified.

Nursery Qualified 1st Aiders

The Nursery will always have at least 1 qualified member of staff on duty that has been first aid trained and whose first aid certificate is within its valid to date. A list of our qualified first aiders is located in the nappy changing room.

Confidentiality

All accidents and incidents are to be kept confidential and if other children have been involved in the specific accident or incident individual names must not be given.

Updating iConnect

iConnect must be updated for all accidents / incidents.

Any major incidents, accidents or occurrences must be reported to the appropriate authorities and bodies. Please see our **Recording and Reporting of Accidents and Incidents Policy** which includes the procedure for reporting accidents and incidents to the HSE under RIDDOR requirements.



Acorn to Oak Nursery and Preschool

LATE COLLECTION POLICY

PRINCIPLES

This policy is for the protection of children who have been left at the Nursery over the agreed collection time or once the Nursery has closed.

The Nursery has a duty of care to the children and parents to ensure that collection of very young children is made at the agreed time or within normal Nursery opening hours. Late collection causes additional overheads and costs for the Nursery and potentially unnecessary distress to a child.

Children remaining in our care after the agreed collection time or after normal opening hours must be supervised by a minimum of two members of staff.

We appreciate that sometimes there may be circumstances beyond parent/carer control affecting the prompt collection of your child. If parents know they are going to be late collecting the child in our care they are asked to call at the earliest opportunity and discuss with the Manager/Deputy Manager the arrangements for the collection. Please note that a late stay fee will still be chargeable, unless agreed otherwise, for example in exceptional circumstances.

PROCEDURE

All parents/carers will be charged £1 per minute which starts from the end of the child's paid session end time. If their child has still not been collected 30 minutes after the session has ended then the cost will rise to £2 per minute.

If parents are late collecting their child, the child will be cared for where possible, by their key person and a senior member of staff. The child will be inside the Nursery and reassured by the staff members. Any specific needs will be addressed.

IF A CHILD(REN) REMAINS UNCOLLECTED 0-30 MINUTES OVER THE SET TIME:

The Nursery Manager and staff team will be made aware of the situation. The late fee is £1 per minute.

IF A CHILD(REN) REMAINS UNCOLLECTED 30-60 MINUTES OVER THE SET TIME:

The late charge will rise to £2 per minute.

IF A CHILD(REN) REMAINS UNCOLLECTED 60 MINUTES OVER THE SET TIME AND THE PARENT CANNOT BE CONTACTED:

The Manager/Deputy Manager will contact the child's first emergency contact. Please note this will not happen if the Manager has been successful in contacting the parent/carer due to collect the child. Late stay fees will continue to accru

IF A CHILD(REN) REMAINS UNCOLLECTED 60 MINUTES OVER THE SET TIME AND THE PARENTS OR EMERGENCY CONTACTS HAVE NOT BEEN SUCCESSFULLY CONTACTED:

The Manager/Deputy Manager will contact the local authority's Duty Assessment Team for advice on their next course of action. This will only happen if none of the child's emergency numbers have contacted the Nursery. Please note that Late Stay fees will be charged.

ESCALATION

Ofsted will be notified in the event of collections after 60 minutes where no notification was given. Late fees will be added to a child's account and be due for payment within 2 working days.

PERSISTENT LATENESS

If parents/carers are late twice in any 4-week period without a good reason then the charges mentioned above will double. If there are three occasions in any 4-week period then the above-mentioned charges will treble. Please note that unreasonable and/or persistent lateness may regrettably result in the nursery terminating the parent's booking.

Please also note that if the Manager/Deputy Manager sees fit she/he may contact the local authority's Duty Assessment Team earlier than it states in the set procedures for advice if necessary.

Parents are asked to inform the Nursery Management team of any changes in their contact details.



Acorn to Oak Nursery and Preschool

Overtime Policy

STANDARD WORKING WEEK

The standard working week has been harmonised for all staff at up to 40 hours per week (excluding any breaks). Part time employees may work less hours as detailed in their employment contract. No employee will be required to work over 40 hours as part of their normal working week. In areas where planned overtime is required, individuals who are willing to work in excess of 48 hours per week, and to whom the Working Time Regulations apply, will be requested to sign an opt out form to show their agreement to work such hours.

Work breaks should be agreed with the manager for each area. All persons who work for over six hours on any one day must be allowed to take an unpaid break of at least 20 minutes. Young persons (who are aged between 18 and 21) are entitled to a 30-minute unpaid break after four and a half hours are worked. These conditions are in accordance with the Working Time Regulations.

All employees are entitled to a minimum daily rest period of 11 hours and a rest period of 24 hours in a seven-day period, or 48 hours in a 14-day period unless there are objective, technical or work organisational reasons which prohibit the taking of such a break.

OVERTIME AND TOIL - GENERAL PRINCIPLES

To ensure consistency across jobs rated of equal value, eligibility to receive paid overtime or TOIL is determined by your job specification

- Nursery practitioners including room leaders and third in charge - eligible to work and to be paid overtime or take TOIL where required by business need. Any overtime must be authorised by the management team prior to the overtime commencing.
- All management employees – annual salary is deemed to cover the requirements of the post and to allow for a level of flexibility, therefore paid overtime will only be available in exceptional circumstances where absolutely required by business need. TOIL will only be available where absolutely required by business need. Any management overtime or TOIL will need to be agreed in advance by the Finance Director prior to the overtime commencing.

The Nursery's preference is that TOIL is taken wherever possible, although this should be agreed between the manager and the staff involved in each case. This arrangement also applies to emergency cover, where the manager requires an employee to do additional hours to those they would normally work.

Acorn to Oak do not pay overtime for any work completed at home unless it is explicitly agreed by the Finance Director in advance.

RESPONSIBILITY

All those persons referred to within this policy are required to adhere to its terms and conditions. Any queries on the application or interpretation of this policy may be discussed with the Finance Director prior to any action being taken.



Acorn to Oak Nursery and Preschool

Aggression and Violence

The company has a zero-tolerance policy for aggression and violence within the setting. Due to the nature of working with children, the company will conduct a thorough investigation into any incidents involving these issues.

Policy

The following should be taken into consideration:

- a. Recognising where and why workers may be at risk.
- b. Systems to allow the reporting of aggression and threats of violence at work.
- c. Handling incidents – calling the police.
- d. Security screens and alarms.
- e. Workplace layout – make it difficult for aggressors to reach workers.
- f. Lone working and security for workers off site.
- g. Training workers to identify the early signs of aggressive behaviours and conflict management techniques.
- h. Counselling.
- i. Special arrangements for dealing with clients and people known to be aggressive or a risk to staff.

If it is deemed that an employee may have been aggressive or violent to a member of staff or a child, the employee in question will be immediately suspended until the company's directors are informed and a decision can be made. If needed, law enforcement will be notified.

If law enforcement is involved and they investigate, the employee in question will remain suspended, unpaid, until the investigation is over. If the employee in question is found to be guilty, he/she will be terminated immediately in line with their contract.

The victim in this situation will be given any needed tools such as information regarding counselling and support from management at all levels in order to ensure their wellbeing.



Acorn to Oak Nursery and Preschool

Arrival and Collection Policy

Arrival

The arrival of the children at the start of each session is very important and therefore you must not arrive before their designated time as we adhere to the statutory framework regarding ratios.

Acorn and Oak Nursery and Preschool will work with each individual family where possible to establish a settling routine for each child. This will be based on their previous experiences at being left in the care of others and will be regularly reviewed as they settle and develop.

Each child's key worker will discuss the child's individual needs with their parent/carer. We also invite parents to contact the provision throughout the day for an update if they are at all concerned.

We have established a routine for the children when they arrive — this helps them to settle and develop a sense of belonging.

On arrival parents will be greeted by a member of staff who will register the child on the daily register. The child's keyperson will support the child to find their coat peg (labelled with their name and photograph), hang up their coat.

Thereafter, children are encouraged to join in the activities by their key worker. They can choose from a range of activities — these will include quiet activities such as sharing a book as well as games, home corner and arts and crafts.

Parents are encouraged to share information on their child during this time. For example, if their child has had a bad night, went to bed late the previous night, or has been upset over an incident. This enables us to tailor the care we provide to meet your child's individual needs.

Collection

Acorn to Oak Nursery and Preschool only release children into the care of individuals named by the parent on the contact list when registering their child.

Except where there is reasonable explanation, we must obtain written permission with a photograph from parents where children are to be picked up by another adult.

Acorn to Oak Nursery and Preschool will only release your child from our care to adults who have permission to collect. We will therefore need you to provide us with a list of people authorised to collect your child. It would be helpful, if they are not known to us, to include a photograph for us to keep on file. It would also be helpful to know what your child calls the people, so that during the day we can prepare them for the arrival of their "Gran", "Grandad" or "Auntie".

In the event of an emergency, we can operate a password system where you can send someone not authorised to collect your child but who is able to give us the password. Please discuss with us if you would like to use this system.

It is important that you arrive at the contracted time to collect your child. Even very young children learn our routine and know when their parents are due. They can become distressed if you are late. We know sometimes delays are unavoidable, especially if you are relying on public transport. If you are delayed for whatever reason, please contact us and let us know when you expect to arrive. We will normally be able to accommodate the additional care;

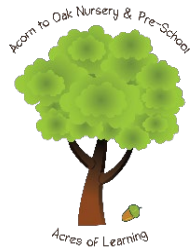


however, if we are unable to do so, we will contact other adults from the authorised list and arrange for them to collect your child. We will reassure your child that you are on the way and if necessary, organise additional activities.

If we have not heard from you and you are late, we will try to contact you. We will also attempt to contact the emergency numbers provided. If we are unable to contact anyone, we will inform Social Services and follow their advice. We will add an additional charge for late collection which is an extra £1.00 per minute per child as per your contract.

Anything after 19.00pm will be charged at a flat of £40.00. The charges are to cover all additional costs in regard to staffing overtime required for late collection. Please note that the nursery needs to always operate to a minimum, of two members of staff being on site at any one time.

If you have any concerns regarding this policy, please do not hesitate to contact us.



Acorn to Oak Nursery and Preschool

Arrival & Departure Procedure

Start of day preparations

- a pediatric First Aider is always to be on the premises.
- Manager/Deputy or 'third in charge' opens at 7.15am before the children start to arrive at 7.30am. It is their responsibility to ensure that the daily risk assessment is complete ahead of the children's arrival. The daily risk assessment ensures the safety of the Nursery and that any risks are identified and removed immediately. The daily risk assessment also ensures that the environment has been checked, fire safety and escape routes are checked, activities have been set out and breakfast is set up.
- any cleaning materials are put away.
- drinking water is made and taken to each room for the day (this includes cooled boiled water for babies).

Arrival of Children (Parents & Carers)

The Nursery and its staff promote a safe, relaxed, family environment as the children arrive along with a warm and friendly welcome.

- children are 'signed in' using the daily room register upon arrival.
- if a child has arrived at nursery with a mark or an obvious injury parents will be required to complete an 'Accident at Home' form.
- staff will welcome every child and Parent/Carer and offer the child a choice of breakfast and a drink whilst 'free play' activities are set out for children to choose from.
- the staff will respect every Parent/Carer's wish on how to deal with their child as they are separated, and we offer support to reassure both the Parent and their child. This has been affected by the COVID-19 restrictions and, as such, this must be kept under constant review.
- messages and Instructions for the day are written on the communication board and then passed on to the relevant person, or key person.
- if prescribed medicines need to be administered throughout the day the Parent/Carer must sign the medicine consent form and the medicine is to be taken to be stored in the secure place (kitchen fridge or medicine cupboard). Please see '**Administering & Storage of Medicines Policy**'.
- any milk/food that is already prepared is to be refrigerated immediately.
- any late arrivals are welcomed and supported by staff with as little disruption as possible.

Departure of Children (Parents & Carers)

- feedback is written up in ParentZone prior to the child being collected by parent /career about their child's day, this includes sleep times, number of nappy changes, food and drink consumed and what the child has enjoyed and engaged in during the day.



- children are encouraged to share any art work, arts and crafts etc. made during the nursery day with their parents or carers.
- every child is 'signed out' of the daily room register once the parent takes responsibility for them at collection.
- where appropriate the parent/carer will countersign the medicine consent forms where medicine has been given to child to confirm their understanding of times/amounts etc.
- any accident, injury or incident forms completed need to be given and signed by Parent/Carer. Please see our '**Accident and Incident Procedure**'.

Suitable Person

In the event of an unauthorised person arriving to collect a child the nursery will:

- not allow the unauthorised person to enter the nursery. They will politely be asked to wait outside while the collection arrangements are investigated.
- the child will not be allowed to leave the nursery during this time.
- the Manager/Deputy or room leader will be alerted and will check for either advance written consent of collection arrangement or that the correct 'password' is used.
- if no one is aware of the change in normal collection arrangements the Manager or Deputy will be informed, and they will contact parent/carer for verbal confirmation.

Any changes to collection arrangements need to be written in the nursery diary, a password pre-agreed with parents/carers in advance and Manager/Deputy will be informed.

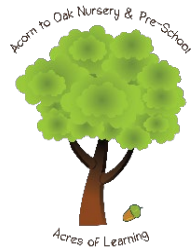
Protecting the welfare of the children within our care is our highest priority. As such, should we suspect that a parent/carer is under the influence of drugs or alcohol and therefore not able to properly care for their child, we reserve the right to:

- insist that another known (to us) person come to collect the child or that we can contact the emergency person from the enrolment form to collect the child.
- refer the situation to SPA.
- record all and any incidents and pass them on to appropriate agencies.
- if a member of staff feels threatened at any time, they have the right to contact the police.

Close of day procedure

After all children have departed the Nursery is to be cleaned and tidied at the end of each day. Each room is then to be prepared for the following day.

The Manager/Deputy or third in charge ensures that the complete end of day closing procedures (displayed in office) are adhered to and completed. The nursery is checked and locked by the



Manager/Deputy or third in charge. There is always to be a minimum of 2 members of staff to leave the premises together at the end of the day for safety reasons.

Staff arrival and departure

- staff shifts are displayed in the office and online for managers to be aware of who is working. Shifts are 'staggered' to accommodate for the increase of children in the morning and at the end of the day.
- staff must arrive before their shift starts to enable them to be 'in room' and ensure that the child room ratios are always maintained.
- the Manager/Deputy or third in charge must always open and close with another member of staff. At the end of the day, the Manager/Deputy or third in charge will remain in the nursery with another member of staff until the last child is collected. At no point will a child be left with just one member of staff in the building.

You can refer to our '**Uncollected Child Procedure**' and '**Intruder Policy**' for further information.



Acorn to Oak Nursery and Preschool

Associated Persons

An Associated person is a third party that a staff member has a material connection with.

This policy is designed to highlight why an associated person may render a staff member as being unsuitable for their role within the nursery and as a result of this material connection there is a risk of the staff member being unsuitable for their role.

A material connection means a staff member having sufficient contact with the associated person, thus creating an opportunity for influence over the staff member.

This contact can be regular, sporadic, in person or via media. The connection can be but is not limited to romantic, intimate, platonic, formal, informal or familial (spouse, sibling parent or relative).

If you have concerns please speak to your DSL/ Manager / Deputy



Acorn to Oak Nursery and Preschool

Achieving Positive Behaviour

Policy statement

Acorn to Oak believes that children flourish best when their personal, social, and emotional needs are met together with developmentally appropriate expectations for their behaviour.

Children should be encouraged to consider the views, feelings, needs and rights of others and further consider the impact that their behaviour may have on the environment around them. This is a developmental task that requires support, encouragement, teaching and modelled behaviour. The principles that underpin how we achieve positive and considerate behaviour exist within our programme for promoting personal, social, and emotional development.

Aim

Our aim is to promote positive, age-related, behaviour in all our children. We aim to do this by defining acceptable standards of behaviour with the use of visual aids such as 'Room Rules' and we ensure that children are clearly informed of the expected behaviours and boundaries. We encourage consistency when approaching both positive and negative behaviour. We will endeavour to develop and encourage appropriate behaviour through positive strategies, encouragement, and explanation.

Named Person

We have a named person who has overall responsibility for behaviour management within Acorn to Oak and will support the personal, social, and emotional development of those within our care. The named behaviour-management lead is **The Nursery Manager**.

It is the responsibility of the named person to keep up to date with legislation, research and thinking on promoting positive. They are also tasked with accessing relevant sources of information and expert views on promoting positive behaviour within our setting for the support of the child's personal, social, and emotional development. The named person is also required to check that all staff have had relevant training on promoting positive behaviour.

- We recognise that codes for interacting with other people vary between cultures and require staff to be aware of these said variables.
- We require all staff, volunteers, and students to provide a positive model of behaviour by treating children, parents and one another with friendliness, care, and courtesy.
- We familiarise new staff and volunteers with our Achieving Positive Behaviour Policy and its guidelines for behaviour management.
- We expect all members of our setting to adhere to the guidelines. Working together as a team and being consistent to encourage children to resolve everyday conflicts independently.



- We work in partnership with children's parents. Parents are regularly informed about their child's behaviour by their key worker. We work with parents to address recurring, inconsiderate behaviour using our observation records to help us to understand the cause and to decide jointly how to respond.

Promoting Positive Behaviour

- We ensure that there are sufficient activities available so that children are meaningfully occupied.
- We acknowledge considerate behaviour such as kindness and willingness to share.
- We support each child in developing self-esteem, confidence, and feelings of competence.
- We support each child in developing a sense of belonging in our group so that they feel valued and welcome.
- We avoid creating situations in which children receive adult attention only for inconsiderate behaviour.
- Giving praise throughout the day.

Problem Prevention Strategies

- We will provide enough space and a variety of materials and activities to keep children engaged and stimulated.
- We will ensure an established, consistent and balanced routine. This includes giving children advance notice if the routine is to change in anyway.
- We endeavour to support choices and interests.
- We plan for transitions and communicate with children and parents/carers.
- Waiting times will be kept to a minimum and should be active where possible.
- We accept that there are behavioural differences between children.
- We respect, acknowledge, and discuss children's ideas, feelings, and concerns.
- We will set reasonable limits and expectations.
- We will stop destructive and aggressive behaviour.
- We use observations in our planning.

Resolving Conflicts Strategy

- Staff will approach the situation calmly and stop any harmful behaviour.
- The child's feelings will be acknowledged, and the feeling will be named.
- Staff will then gather the information about what occurred.
- The problem will be reiterated.
- The children will be asked for solutions to the problem and encouraged to choose one together.
- Staff will give follow-up support and stay nearby.

Strategies for children who engage in inconsiderate behaviour

- We require all staff, volunteers, and students to use positive strategies for handling any inconsiderate behaviour by helping children to find solutions in ways which are appropriate for the children's age and stage of development. Such solutions might include, for example acknowledgement of feelings, explanations as to what was not



acceptable and supporting children to gain control of their feelings, so that they can learn a more appropriate response.

- When children behave in inconsiderate ways, we help them to understand the outcomes of their actions and support them in learning how to cope more appropriately.
- We never send children out of the room by themselves, nor do we use a 'naughty chair' or a 'time out' strategy that excludes children from the group.
- We use a 'cooling off' area for children that require a quiet space to relax.
- We never use physical or corporal punishment such as smacking or shaking. Children are never threatened.
- We do not use techniques intended to single out and humiliate individual children.
- We use physical restraint, such as holding, only as an absolute last resort to prevent physical injury to children or adults and/or serious damage to property.
- Details of such an event (what happened, what action was taken and by whom, and the names of witnesses) are brought to the attention of the Manager/ Deputy Manager and are recorded on an incident form.
- The child's parent(s) is/are informed on the same day.
- In cases of serious misbehaviour, such as abuse, we make it immediately clear that the behaviour is inappropriate and, moreover, provide explanations rather than blame.
- We do not shout or raise voices threateningly to respond to children's inconsiderate behaviour.

Children under three years

- When children under three years old behave in inconsiderate ways we recognise that the strategies for supporting them will need to be developmentally appropriate and differ from those for older children.
- We recognise that babies and very young children are unable to regulate their own emotions, such as fear, anger, or distress, and require sensitive adults to help them do this.
- Common inconsiderate or hurtful behaviours of young children include tantrums, biting or fighting. Staff will remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- If tantrums, biting, or fighting are frequent; we try to find out the underlying cause. Sometimes a child has not settled-in well and the behaviour may be the result of 'separation anxiety'.
- We focus on ensuring a child's attachment figure in the setting is nurtured to provide a safe and secure environment for the child.

Rough and tumble play and fantasy aggression

Young children often engage in play that has aggressive themes such as superheroes and weapons play. Some children appear preoccupied with these themes but their behaviour is not necessarily an automatic link to harmful behaviour or bullying (although it may be



inconsiderate at times and may need addressing using strategies as above).

- We recognise that teasing and rough-and-tumble play is normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or aggressive.
- We will develop strategies to contain play that are agreed upon with the children, and understood by them, with acceptable behavioural boundaries to ensure children are not hurt.
- We recognise that fantasy play also contains many violent, dramatic strategies and that themes often refer to 'goodies and baddies' and, as such, offer opportunities for us to explore concepts of right and wrong.
- We can tune in to the content of the play, perhaps to suggest alternative strategies for heroes, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Hurtful behaviour

We take hurtful behaviour seriously. Most children under the age of five will, at some stage, hurt or say something hurtful to another child, especially if their emotions are high at the time. It is not helpful to label this behaviour as 'bullying.' For children under five; hurtful behaviour is momentary, spontaneous, and often without thought to the feelings of other people.

- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them.
- We will help them manage these feelings as they have neither the biological nor cognitive means to do this for themselves.
- We understand that self-management of intense emotions, especially anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear.
- Therefore, we help this process by offering support; calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.
- We never use negative language in response to a young child's rage as this will have the opposite effect.
- Our way of responding to pre-verbal children is to calm them through holding and cuddling. Verbal children will also respond to cuddling to calm them down but we offer them an explanation and discuss the incident with them to their level of understanding.
- We recognise that young children require help in understanding the range of feelings they experience. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. Older children will be able to verbalise their feelings better.
- We help young children learn to empathise with others, understanding that they have



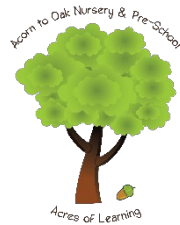
feelings too and that their actions have an impact on others' feelings.

- We are aware that the same problem may regularly recur before skills such as sharing and turn-taking develop. For both biological and cognitive development to take place, children will need repeated experiences with problem-solving; supported by patient adults and clear boundaries.
- We support social skills through modelled behaviour and through activities, drama, and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.
- We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt.
- When hurtful behaviour becomes problematic, we work with parents to identify the cause and find a solution together. The main reasons for very young children to engage in excessive hurtful behaviour are:
 - *they do not feel securely attached to someone who can interpret and meet their needs*
 - *this may be in the home, and it may also be in the setting;*
 - *their parent or carer does not have skills in responding appropriately, and consequently, negative patterns are developing where hurtful behaviour is the only response the child has to express feelings of anger;*
 - *the child may have insufficient language or English as an additional language and be unable to express themselves fully;*
 - *the child is exposed to levels of aggressive behaviour at home and may be at risk emotionally;*
 - *the child has a developmental condition that affects how they behave.*
- Where this does not work, we use the Special Educational Needs Code of Practice to support the child and family, making the appropriate referrals to a Behaviour Support Team where necessary.

Strategies to Manage Anger

Although children need to know that anger is a natural, healthy emotion, they also need to learn that like other emotions such as love, sadness and joy, anger needs to be expressed appropriately.

- We will try to never jump to conclusions or make any assumptions about the situation.
- We will use the children's names.
- Staff will bend down to the child's level and use eye contact, but they will not stare.
- Staff will remain calm, if the adult is relaxed it is more likely that the child will start to relax.
- We will communicate concerns, empathise, listen actively, and acknowledge feelings.
- We use "I" messages, "I can see that..." to promote understanding.
- We will simplify language and be clear and concise in the message that we are giving.



- We will use open questions: “tell me about what happened / I wonder how/ what happens when?”
- We will be alert to non-verbal cues such as tense muscles, quickened breath etc.
- We will use empathetic statements.
- We focus on the outcome rather than the initial problem to promote resiliency.

Practitioner Responsibilities

- Treat all children fairly and respectfully.
- To recognise each child as unique.
- Create a positive environment with realistic expectations.
- Emphasize the importance of an individual within a group.
- Encourage relationships based on kindness, respect and understanding of the needs of others.

We will never ...

- Staff will never use negative or critical language.
- Use any form of corporal punishment
- Shout at a child or raise their voice to a level that a child might confuse with that of ‘shouting’
- Make accusations or blame children.
- Make assumptions or pre-judge before the facts are known.
- Use ‘intense’ or negative body language.
- Use the word “naughty” but rather use alternative language such as “inconsiderate”.

We will always ...

- Show appreciation for the efforts and contributions of all.
- Focus on the positive and not the negative.
- Model positive behaviour.
- Praise positive behaviour.
- Acknowledge feelings.
- Use the child’s name.
- Always refer to the behaviour and not the child.
- Avoid saying “no”, instead use phrases such as “that is dangerous” or “be careful”.
- Act consistently when dealing with negative behaviour.
- Always approach a situation in a calm manner.
- Only use a firm tone where it is appropriate and required.
- Ensure that you are always at the same level as the children.
- Use gentle body language.



Acorn to Oak Nursery and Preschool

Biting Policy

Policy Statement

At Acorn to Oak, we understand that biting is a difficult situation for parents whether it is your child that has been bitten or your child biting others.

Most children will go through a biting phase at some point in their lives. The most usual time is in the second year, but some children do bite when they are three or even older.

In most cases children settle for a 'one off' biting experiment in which they may bite just once or twice and then stop. This period is often exploratory and can even be accompanied with a smile. The child is simply finding out what it feels like to bite.

When toddlers bite other children it can be very upsetting for everyone. Biting can be linked to frustration and the need to gain some control. In the same way that some toddlers have tantrums, others do bite. From the toddler's point of view, biting is a quick way of getting another child to drop something that he or she wants. It is also a way of helping to relieve tension and express anger. Once children have learned to communicate verbally the amount of biting may decrease sharply as suddenly, children can try asking for things they want and are able to talk with their playmates as an alternative to biting.

When a Child has bitten another child

Whilst every effort is made to prevent biting from occurring within the nursery and staff will always be vigilant of the possibility, if a child has bitten, we will adhere strictly to the following process:

- The child will be spoken to in an age-appropriate way about the incident.
- The child will be given time to 'cool off' and have time away from the rest of the group to reflect on their actions.
- Staff will remain calm and patient, offering comfort to intense emotions, helping children to manage their feelings and talk about them to help resolve issues and promote understanding.
- We avoid saying "no" instead we use phrases such as "that is hurtful" or "that is not kind" so the child who has bitten understands his peer/friend has been hurt.
- We help a child to understand the effect that their hurtful behavior has had on another child. We do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt.
- No more will be said to the child about the incident.
- A member of staff will write an incident form for Manager/Deputy & parent/career to sign on collection at the end of the day. The incident form will explain all details of how the incident occurred and the actions taken.



- The nursery behavior management lead will be made aware of the incident.
- If a child bites on more than one occasion; the nursery behavior management lead will support the parents/carers and we will work in partnership to understand the underlying reasons for the biting and to have a consistent approach in dealing with the any behavior management techniques.

When a Child has been bitten

If a child is bitten, we will adhere to the following process:

- The child will be comforted.
- The child will be seen by a qualified first aider.
- The wound will be washed with warm water
- A cold compress will be applied to reduce any swelling or bruising.
- If the child's skin has been broken it will be treated by a qualified first aider.
- If the child's skin is bruised or broken, you will be contacted to be made aware of the incident and will be informed of any first aid treatment which has been provided.
- Once the child has been comforted and first aid treatment given, they will be re-introduced to the other child so he or she can say sorry.
- An Accident & Injury Form will be completed by staff explaining/detailing the accident/injury and any treatment provided. This will be signed by the manager/deputy and parent/carer at the end of the day when the child is collected.

We will use 'biting books', puppets and soft toys to explain to the children about biting. We also reinforce positive behavior during circle time and on a one-to-one basis with the child's key person.

Confidentiality and safeguarding of all children in our care is of paramount importance to Acorn to Oak Nursery. Please remember that staff cannot give you any information about any other child in the nursery and will not disclose who has bitten your child or who your child has bitten.

We understand that if your child has been bitten or has bitten another child that this can be a distressing experience. We will work with you to provide comfort, our experience and reassurances regarding biting to make sure that you are confident that all the children in our care enjoy benefit from a safe, secure and loving environment while with us.

Please speak to the nursery manager about any concerns that you may have regarding biting confidentially in the Nursery office.

This policy should be read in conjunction with our **Positive Behaviour**.



Acorn to Oak Nursery and Preschool

BODY FLUID SPILLAGE POLICY

Overview

All body fluids have the potential to be infectious. It is not possible to identify people who have an infection. The spread of infection can be prevented by ensuring that routine immunisation, high standards of personal hygiene, particularly hand washing, and maintaining a clean environment. We follow the guidelines offered in: 'Health Protection in Schools and other childcare facilities' dated 18th September 2017 – Chapter 6 Cleaning the environment.

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

Spills of bodily fluid include: -

- Vomit
- Blood
- Urine
- Faeces
- Saliva
- Nasal and eye discharge

Precautions include the following:

- Hand washing
- Covering cuts and grazes with waterproof dressing
- Personal Protective Equipment e.g., gloves, aprons.
- Safe handling of waste and Laundry (see Laundry policy).
- Safe disposal of body fluids and cleaning up of body fluids.
- First aid given promptly to injuries involving blood and body fluids.
- All body fluid spillages must be cleaned up immediately. **Under no circumstances** should bodily-fluid spillages be left to be cleaned by cleaners at end of the day.

Susceptible to infections

There are many reasons why one person may be more susceptible to infections than another. An individual may be susceptible because of: -

- 1) Cuts and abrasions on skin allowing entry infection.
- 2) A lack of immunization.

- 3) Underlying disease weakening the body's ability to fight infection.
- 4) Drug treatment (with the same effect as above).
- 5) Poor dietary intake
- 6) Stress

Personal protection children and staff

- 1) Cover all cuts and abrasions.
- 2) Maintain high standards of personal hygiene at all times, particularly hand washing and encourage this in children.
- 3) Ensure your immunizations are up to date, provide parents with immunization information and advice and update children's immunization records.
- 4) Use protective clothing supplied appropriately such as aprons and gloves.
- 5) Administer prompt first aid in the event of an emergency.

Employees have a responsibility to follow the guidance and policies of the nursery, ensuring that their Personal Protection is always adhered to.

Parents/Carers by practical example can influence the children's ability to protect themselves and other from infection.

Safe cleaning and disposal of body fluid waste

All bodily fluid spillages should be cleared up immediately. Personal protective equipment must be always worn during the process. When a spillage occurs: clean the area using the disinfectant D10 (15 second contact time is required before wiping to ensure the bacteria is dead). The area should then be cleaned with an all-purpose cleaner D2. **Never use mops for cleaning up bodily fluid spillages; use paper towels.**

All bodily fluid waste, including paper towels, gloves, and aprons, must be disposed of safely. All waste must be disposed of in the external bin (on the concrete area at the front of the nursery) and must be removed from the nursery immediately. All waste must be disposed of in a tied bin bag.



Acorn to Oak Nursery and Preschool

BOTTLE FEEDING PROCEDURE

Staff follow guidelines for preparing formula milk for infants from the Department of Health, Food Standards Agency, NHS and the NHS Start 4 Life. A useful guide for parents can be downloaded using the following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/212827/2900017-Bottle-feeding-leaflet-v1_0-no-crops.pdf

Providing infants' bottles & formula powder

We ask that parents help with this in the following ways:

- Bring in your infant's bottle (**sterilised and fully assembled**) with the teat and lid in place. This prevents the inside of the sterilised bottle and the inside and outside of the teat from being contaminated.
- Provide the **formula powder inside its original container**; this is the best way for practitioners to ensure they are preparing feeds correctly, in accordance with the guidelines detailed on the packet.
- Label formula container with **child's full name and date of opening**

According to the Food Standard Agency and Department of Health, the best way to prevent a baby becoming ill is to make up all formula feeds fresh as and when they are required by the baby.

We will follow the routine below to ensure best practice when carrying out this task:

- Clean the surface thoroughly on which to prepare the feed
- Wash hands with soap and water and then dry
- Using a baby bottle machine. Add the exact amount of formula as instructed on the label.
- Re-assemble the bottle following manufacturer's instructions.
- Shake the bottle well to mix the contents.
- Cool quickly to feeding temperature by holding under a running tap or placing in a container of cold water.
- Check the temperature by shaking a few drops onto the inside of your wrist – it should feel lukewarm, not hot.
- Discard any feed that has not been used within two hours.
- Follow instructions from Tommy Tippee Pre-Machine (please see attached).

BOTTLE FEEDING PROCEDURE

Storing and warming of Breast Milk

If you wish to provide your infant with breast milk whilst they are at nursery, we ask that you help in the following way:

- Bring in your infant's bottle **sterilised and fully assembled** with the teat and lid in place. The bottle should contain the correct amount of breast milk for your infant's feed.
- The bottles can be stored in the fridge for up to five days at 4C or lower.
- Each bottle will be placed in a food storage bag and clearly labelled with the date it was expressed and the child's name. The bottles will be stored in a designated area of the fridge.
- If your infant is happy to drink breast milk cold, it can be given straight from the fridge alternatively we will warm the milk to body temperature by placing the bottle in lukewarm water.

Formula or Breast milk will never be heated using a microwave as it can cause hot spots, which can burn the baby's mouth.

Cow's Milk

The NHS does not recommend that an Infant is given blue top (full fat) cow's milk until they are 1 year of age as it is not nutritionally suitable until then. We follow this advice.

Sterilising

We will follow the same feeding routine for your infant as you have at home. Therefore, when your child settles in with us, please inform your key worker whether you would like us to sterilise your child's bottles and pacifiers.

Before Sterilising we always:

- Clean the feeding bottle and teat in hot, soapy water as soon as possible after feeding, using a clean bottle brush.
- Rinse all equipment in clean, cold running water before sterilising.

Milk is warmed up to mirror government guidelines.



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of Different Faiths and Beliefs**

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Acorn to Oak Nursery and Preschool

CARE, PLAY & LEARNING POLICY

At Acorn to Oak Nursery, we work within the Statutory Framework and Practice Guidance for the Early Years Foundation Stage which aims to help children achieve Every Child Matters outcome to: 'Be Healthy, Stay Safe, Enjoy and Achieve, make a Positive Contribution and Achieve Economic Well-being.'

At Acorn to Oak Nursery, we achieve this by:

- Staff plan experiences that enable children to make choices as they develop their skills, knowledge and understanding. These experiences will reflect the needs of individual children at that time. All children will be encouraged to learn through play and explore through a wide range of sensory experiences.
- Staff (key person) monitor children's progress regularly and use their observations and assessments to provide for children's individual needs/next steps of achievement.
- The children will be supported to become active, inquisitive and independent learners by providing an educational plan based on individual needs and interests. They will be provided with a structured approach to play. Key persons will continue to support the children and monitor their individual needs and interests.
- Staff will complete a two-year-old check for every child between 24 and 36 months a report will be shared and provided for parents.
- Staff will encourage children to try new activities and support them as needed. They are encouraged at their own pace and adults will make the day and environment flexible to them.
- Adults interact with children, ask questions to make children think. Staff will listen and respond to children's interests.
- We will fulfill the learning and development requirements as part of The Early Years Foundation Stage. Children will be supported and encouraged using programmes such as 'letters and sounds' to stretch what the children can do.
- Staff organise and plan activities to include a wide range of planned and free play activities. These activities include energetic and outdoor play as well as quiet activities and quiet time. Please see our '**Outdoor Play Policy**'
- By providing an environment that supports and extends all children's learning and development, including children with English as Additional Language and Special Educational Needs.
- Outings and visits are planned and organised to support children's learning.

- Positive relationships are built by talking to parents during drop off and collection of their children. Information is sent to parents about their child's care and development throughout the day through our app. Please see our **'Working in Partnership with Parents Policy'** for more information,
- Parent's evenings are used to discuss children's progress and a written 'learning & development' report is provided to all parents.
- We aim to provide a warm and secure environment where all staff are approachable and have a positive and respectful approach to children of all backgrounds and cultures.
- Staff will be good role models and use our **'Achieving Positive Behavior'** policy to help them manage children's behavior consistently.
- Praise and encouragement are used with each child and what they have to offer is valued.
- Care routines are planned to meet children's individual needs and interest. They are flexible and staff are aware that feeding, sleeping and nappy changing times may be different for each child.
- Care is our first and foremost consideration especially when looking after babies. We will build secure attachments and support emotional development through caring relationships. We will meet the needs of babies and children by ensuring parents' wishes are followed; the Key person will liaise with parents and develop individual care and development routines considering home care. Parents are updated through out the day key information about their child.
- By supporting all babies and children to be keen happy and confident learners by providing a wide and varied range of play experiences. Key persons will support children and be "tuned into" their needs and interests to ensure these are appropriately met.
- By providing an environment where all children are safe by maintaining staff to children ratios, carrying out regular risk assessments and ensuring staff are trained to meet the health and safety of all children including safeguarding. Please see our **'Safeguarding and Child Protection Policy'**

Please also see our **'Inclusion, Equal Opportunity & Special Education Needs Policy'** for further information.



Acorn to Oak Nursery and Preschool

NON-ATTENDANCE OF A CHILD POLICY

Child on holiday

We ask that all parents/carers inform the setting as soon as possible, if they know that their child will not be attending the nursery due to a holiday, appointments etc.

This can be done either through email, letter or verbally to management or your child's key person.

Child is sick

If your child is absent due to sickness, we kindly ask that parents/carers telephone the nursery to make us aware that their child will not be attending and to discuss the child's return date.

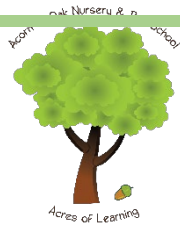
If the child has not attended the nursery for one day and no contact has been made from parent/carer, the manager/deputy will contact parent/carer by telephone to ask if everything is ok.

Concerns due to attendance

When there are concerns about a child's attendance and the setting have concerns over the child's welfare, the settings Child Protection Officer will seek further advice from the setting's early years advisor or SPA (Single Point Access).

Fee's

Full fees for all absences are required to be paid as per the settings terms and conditions.



Acorn to Oak Nursery and Preschool

Communications / Radio / Suspicious Person Policy

Overview

We acknowledge that communication is key to many different aspects of an organisation. This policy outlines the communication that is shared during the opening hours of the Company between staff.

Policy

The Company has invested in both mobile phones and 'walkie talkies,' or mobile radios, all of which can be utilized by the staff.

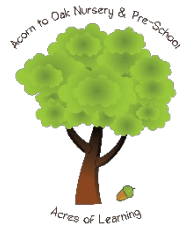
Radio communications are the primary means of communication internally within the nursery team. ***The primary radio channel is 2.*** This is to ensure that communication is clear, concise, and quick. In a childcare setting, many different events can occur which require the immediate communication between nursery practitioners and members of the management team. This communication is critical to ensure the safety of all children. If radio communication is inoperable, company mobile cell phones may be used.

Each bubble will be given a radio each morning. The staff must always keep this radio on at least 1/2 volume except during naptime, during which they can keep it at a lower volume as long as the radio is close to ear-shot at all times. ***It is paramount that all staff can clearly always hear their radio in the case of an emergency.***

To prevent staff from leaving their intended ratio assignments, all communication with the office/management team must be on the radio. This includes the need to administer medicine, accidents/incidents, parent inquiries, and other urgent, but not imminent matters. All staff must utilize the radio to communicate with the office/management team *before* coming to the office. In the case that they do not receive a response from management within 5 minutes, a designated individual may leave their bubble and speak to the management team face-to-face. ***All non-urgent tasks must be relayed over the radio (such as purchase requests).***

In the event of an emergency, any means necessary may be used to notify the management team and other members of staff. The radio still must be the primary means of communication, however if no response is received within a reasonable timeframe (based upon the discretion of the applicable member of staff attempting to make contact), a designated person may be sent to find a member of the management team.

Additionally, an emergency may require the attention of the entire nursery staff. ***Instances such as intruders or fires must be announced first on the radio in order to notify all other members of the nursery staff team.*** After an attempt has been made to announce on the radio of said emergencies,



contact must be made to management by any means necessary, but an attempt at radio communication should be attempted first.

In the case of an intruder specifically, the designated code phrase must be used over the radio as soon as possible. All members of staff **must** be aware of this code-phrase and the fact that it very likely could be used over the radio when least expected. Staff must be prepared to take immediate action to safeguard the children when the designated phrase is used. Because of this, it is crucial that all radios are kept on at least half volume at all times within a hearing distance from at least one member of staff. If a bubble is in the allotments or the 'Bug Hotel' and hear over the radio that there may be a hostile situation occurring within the nursery, they **must** stay at their location. ***It is the responsibility of the applicable nursery practitioners to take appropriate safety measures, weighing out the potential threat.*** An 'all-clear' must be given by a known member staff or law enforcement person prior to making a movement.

In the event of a fire, the first person who discovers it must trigger the nearest fire alarm and announce on the radio, 'FIRE in the *'location of fire.'* All staff must be aware of the fire procedures which can be located in the 'Evacuation & Fire Policy.'

Each night, at least 4 radios must be charged. This is the duty manager's responsibility while closing. In the morning, the duty manager must swap out the four radios that charged overnight with fresh ones to ensure that by 09:30 all radios have a full charge.

Management will maintain continuous communication capabilities with external groups / bodies / emergency services through the use of the main nursery phone number. The senior person in charge (normally the Nursery Manager or Deputy Manager in their absence) will have the main phone on their person at all times within the nursery. Should they not be available, the phone will be given and verbally handed to the next senior person (for instance, during a toilet break or lunch). The phone will be attempted to be answered within 3 rings.



Acorn to Oak Nursery and Preschool

CONFIDENTIALITY

Overview

At Acorn to Oak Day Nursery, we aim to communicate as much as possible with our parents to keep them informed of all developments concerning their child and the wider business. We promote excellent staff to parent/carer relationships to build and create a level of “respect” and “trust”, always promoting honesty and openness. As a result, Management and Key Workers particularly are sometimes given personal information and they should therefore be aware of always maintaining privacy and confidentiality.

Requirement

- Staff will share information with other staff on a need-to-know basis.
- All information relating to the children and their families will be passed on to the Nursery Manager, Deputy, or Owners to make sure the information is captured correctly and recorded as necessary for future use.

Staff should never discuss a particular parent or child with other parents/carers. When any information on a particular child is passed on to any other agency it is done so only after gaining the parents’ expressed consent.

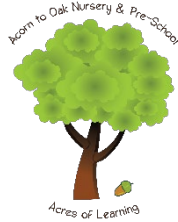
Safeguarding Children

During safeguarding procedures, confidentiality is even more vital and should be maintained throughout the referral process. All staff need to be aware of the Safeguarding Children Policy & procedure. Parents will be made aware of the nursery’s duty to report a suspected case of abuse or neglect.

Record keeping

All information received about children and their families (written or verbal) is to be kept confidential and where appropriate locked in the lockable filing cabinet in the office.

Any records or written information about a child or family is kept private and in appropriate files. This information is only used professionally and would only be shared with other agencies with the consent of the parent (except in ‘safeguarding’ referrals). Parents are made aware that their child’s records will be made available to them on request.



Accident and incident folders and other information relating to individual children that are kept in the child's room for practical reasons are always kept confidential from other parent/carers and visitors. Information about a child's dietary requirements and any allergies a child may have will be displayed for all staff to see in the nursery, kitchen and office area and parents will be informed of this. Acorn to oak policy is that it is vital that this sort of information is **immediately** available for everyone including volunteers and students.

All documentation relating to an individual child will be retained after the child has left the setting but will be moved to an archive file at a reasonable period post leaving.

Visitors & Volunteers

The nursery has students and people from other agencies visiting the setting on a regular basis. All visitors must adopt and accept our policy of confidentiality and are made aware of the importance of keeping any information they may be exposed to confidential including a child's identity as may be appropriate.

Staff

Any information received during the recruitment process is always kept confidential between the management team and candidates. All unsuccessful applications are shredded to ensure all personal information is always kept confidential.

Staff Appraisals and Staff 1-2-1's is conducted periodically and any discussions that take part during these sessions will be kept confidential between the staff member and the management team.

Data Protection

Acorn to Oak adheres to all relevant data protection policies and the data protection act at all times.



Acorn to Oak Nursery and Preschool

Cyber Security Policy

Policy Statement

Simple digital security practises can make big differences in the security of the nursery network, applications and cloud computing services used such as Google Drive, Microsoft One Drive, Workspace, I Connect, Management System, and physical devices such as laptops, tablets and mobile phones.

Policy

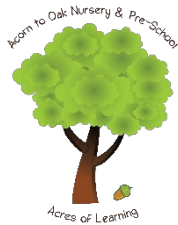
Password Requirements

Strong and unique passwords must be used for each account created by the nursery. These passwords must have the following minimum requirements:

1. Each password must be at least 8 characters in length.
2. No words from the dictionary may be used in any password.
3. Passwords must contain at least one uppercase letter.
4. Passwords must contain at least one number.
5. Passwords must contain at least one special character.
6. Passwords must be stored in web browsers (such as Google Chrome) when they are created. Web browsers will prompt this by asking to save passwords that are created. This is one of the most secure ways to store your password.
7. Passwords must not be written down or stored within computer files unless the file on the computer is encrypted with a password.
8. Passwords for different accounts must not be identical (for instance, iConnect and Google passwords must not match).
9. Passwords for all management Google, Microsoft and iConnect accounts must be changed when a member of the management team leaves the organisation.

Passwords are often stolen via the following means and must be prevented through the use of strong passwords **and** two-factor authentication where possible.

- Tricking someone into revealing their password via social engineering (including phishing and coercion)
- Using the passwords leaked from data breaches to attack other systems where users have used the same password
- Password spraying (using a small number of commonly-used passwords in an attempt to access a large number of accounts)
- Brute-force attacks (the automated guessing of large numbers of passwords until the correct one is found)
- Theft of a password hash file, where the hash can be broken to recover the original passwords
- 'Shoulder surfing' (observing someone typing in their password)



- Finding passwords which have been stored insecurely, such as sticky notes kept close to a device, or documents stored on devices
- Manual password guessing (perhaps using personal information 'cribs' such as name, date of birth, or pet names)
- Intercepting a password (or password hash) as it is transmitted over a network
- Installing a keylogger to intercept passwords when they are entered into a device.

Passwords must be changed every 3 months.

Members of staff will not know any management or staff tablet's email address password – the staff email passwords will be stored in the tablets securely and can normally be accessed without inputting the actual password. iConnect passwords will be given to staff whenever changed. Tablets will maintain the same pin number, but this *must not be written on any part of the tablet itself or its case for others to see.*

Physical Security

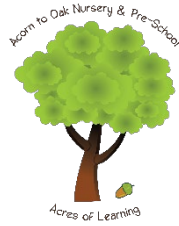
All laptops and tablets will be put back into the management cupboard at the end of the day along with the mobile phones. All devices must be in their 'locked' mode. The cupboard must be locked at the end of each day. Tablets will not be left unattended throughout the day, especially when there are visitors in the building. Laptops must be locked and closed when not in use by members of management throughout the day for security purposes.

Data loss prevention

Data loss poses a significant risk to Acorn to Oak due to its reliance on digital systems rather than paper-based systems. Data loss will be prevented through the use of cloud computing with Google Drive and Microsoft One Drive. All computers' documents will be backed up with Microsoft One Drive. All significant data that is shared between management and staff will be kept on Google Drive with the exceptions of staff files and policies and procedures, which is stored on the Office Manager computer and backed up to Microsoft One Drive. Data stored within Connect (such as accidents, observations among other data sets) are held within Connect Management System servers, and they bear responsibility for any loss on their side. Acorn to Oak has no control over this.

Spam, Phishing, Ransomware and other email scams

Hackers posing as legitimate entities are always a threat to any organisation and training tools must be used and referenced by each individual at Acorn to Oak. This includes the following actions: all email senders claiming to be from organisations must be verified by checking their email domain name - for instance, someone claiming to be from the government will have a '.gov' domain at the end of their email address. External links will never be clicked and these must be reported to the office manager when discovered. External attachments will not be opened, including photos due to the ability to embed malicious code into picture files.



Acorn to Oak Nursery and Preschool

DOMESTIC ABUSE POLICY

Domestic abuse can occur in all age, racial, socio-economic, educational, occupational, and religious groups. We operate a zero-tolerance approach to any form of domestic abuse.

Typically, it involves repetitive behaviour including different types of abuse such as physical assault, psychological, emotional and economical abuse.

Abuse *is caused by the perpetrator* and not by the victim or the relationship; it is a criminal offence where actual or threatened physical or sexual force is used. It differentially affects men and women: women experience more violence over a lifetime, more severe forms of violence and more serious injuries than male victims.

Impact on Children:

Watching, hearing or later learning of a parent being harmed by a partner threatens children's sense of stability and security typically provided by their family.

Children may experience increased emotional and behavioural difficulties.

Some children who experience difficulties display traumatic stress reactions (e.g., sleep disturbances, intensified startle reactions and constant worry about possible danger).

Children living with domestic violence are at increased risk of experiencing physical injury or childhood abuse (e.g., physical, emotional).

The perpetrator may use children as a control tactic against adult victims. An example of this may be claiming the children's bad behaviour is the reason for the assaults on the non-offending parent.

Threatening violence against the children.

Talking negatively to children about the abused parent's behaviour.

Children may imitate and learn the attitudes and behaviours.

Children will react in different ways to being brought up in a home with a violent person. Age, race, sex, culture, stage of development, and individual personality will all influence a child's responses. Most children, however, will be affected in some way by tension or by witnessing arguments, distressing behaviour, or assaults, even if they do not always show this. They may feel that they are to blame, they may feel angry, guilty, insecure, alone, frightened, powerless, or confused. They may have ambivalent feelings, both towards the abuser, and towards the non-abusing parent. These are some of the effects of domestic violence on children:

- They may become anxious or depressed.
- They may have difficulty sleeping.
- They may have nightmares or flashbacks.
- They may complain of physical symptoms such as tummy aches.

- They may start to wet their bed.
- They may have temper tantrums.
- They may behave as though they are much younger than they are.
- They may become aggressive.
- They may internalise their distress and withdraw from other people.
- They may have a lowered sense of self-worth.

Young children may show these problems for many other reasons and children displaying them may not have been exposed to domestic violence.

If you are in a domestic abuse relationship and would like to talk to somebody in confidence, then the nursery manager or deputy will be here to listen to you.

If you need any advice or support with domestic abuse, you can contact Surrey against Domestic Abuse
- The Sanctuary Surrey 24-hour helpline: 01483 776822.



Acorn to Oak Nursery and Preschool

DRUGS & ALCOHOL POLICY

Acorn to Oak Nursery and Preschool prohibits alcohol and any illegal drugs on the premises and anywhere on site to ensure the health, safety and well-being of all persons on the premises.

Staff, Volunteers and Students

- In the event of a member of staff, volunteer or student coming into the setting under the influence of alcohol and drugs, they will be asked to leave the setting immediately. An investigation will take place and the staff disciplinary procedure will be followed in line with staff contracts of employment. Any member of staff attending the setting under the influence of alcohol or illegal drugs will be treated as having committed gross misconduct under the disciplinary procedure and will result in dismissal.
- Dismissal of placement from students and volunteers will be issued straight away and college/school will be contacted.
- If drugs are found on staff members and management feel an illegal act is taken place, the police will be called.
- Staff are to ensure that they make the nursery manager/deputy aware of any medication that they are taking. Please see '**Staff Medication Policy**'
- Staff will be sent home if the medication they are on will impair their ability to look after children, they will not be able to return to work until the course of medication has finished.

Parent & Carers

- Should a Parent/Carer or any visitor arrive at the nursery under the influence of drugs or alcohol, they will be refused entry and the child's emergency contact will be called. If the emergency contact is unable to collect the child, the Manager / Deputy Manager will contact SPA (Single Point Access) on 0208 547 5008.
- If at any time staff feel threatened, the police will be contacted.
- Please refer to our '**Safeguarding & Child Protection Policy**' – **Flow Chart 3** **Parent/Carer arrives under the influence of drugs or alcohol staff should inform the manager and the CPO (Child Protection Officer) if they have reason to believe that a parent/carer is under the influence of alcohol/other substances when dropping off or collecting their child.**

Children

- If a child was found with drugs or alcohol on them whilst on the nursery premises the parent will be called immediately and will be asked to come into the nursery for a meeting with the management team.
- If the nursery suspects that an illegal act has taken place, management will call the police.
- All information will be recorded and stored on file.



- Management/Child Protection Officer will seek advice from the setting's early years adviser or SPA team for advice on whether to make an official referral.



Acorn to Oak Nursery and Preschool

Employing Children and Young Persons

Acorn to Oak Nursery and Preschool occasionally employ young people under the age of 18 to supplement the workload of the qualified and unqualified staff who count towards our ratios.

Policy

The victim in this situation will be given any needed tools such as information regarding counselling and support from management at all levels to ensure their wellbeing. This policy outlines the rules and guidelines that must be followed by all nursery staff when interacting with workers / students / employees under the age of 18.

Procedure:

Staff members must:

Consider:

- a. The jobs they do.
- b. The substances that they might meet.
- c. Machinery and equipment they might be asked to use.
- d. Their lack of experience.
- e. Their lack of appreciation of industrial risks.
- f. Their attention span.
- g. Their immaturity.
- h. Exposure to toxic, carcinogenic, mutagenic and tetra genic substances.
- i. Physical and environmental hazards.
- j. Close supervision is required.
- k. Are their hours of work within the legal limits?
- l. Is health surveillance required? If yes at what level?

Another consideration is that children under 18 years of age must be safeguarded. As adults working in the nursery, staff members must adhere to this and always keep it in mind.

Inappropriate relationships with those under 18 working within premises are unacceptable. All employees / workers could be considered 'trusted individuals' and therefore are unable to have any intimate relationship with an individual under the age of 18.

Any concerns regarding the above should be immediately reported to the safeguarding leads.



Acorn to Oak Nursery and Preschool

EVACUATION & FIRE POLICY

Summary

The evacuation and fire policy provides clear guidance on what steps are required in the event of needing to evacuate the building in an emergency. Full details are shown in the flow diagram following and as displayed in each room of the Nursery.

All staff and volunteers will routinely be made aware of the evacuation procedure, where the nearest exits are and any equipment available to them as part of their induction process.

For all Nursery visitors details of the Fire Evacuation diagram including all emergency exits is displayed on the parents notice board. Visitors should make sure they are asked to familiarise themselves with it before entering the main building.

Fire exits are clearly signed, and all staff are responsible for keeping these exits always clear from obstructions during the working day.

If the fire is on the ground floor, we will exit the preschool room from one of the stairwells depending on location of fire. If the fire is upstairs, we will exit from stairwell furthest from fire. If necessary,

Fire Alarm

In the event of a fire either the smoke alarms will sound, or the fire alarm will go off.

Evacuation

It is the responsibility of the 'On Duty' Fire Warden to collect fire evacuation trolley and phone. This is so all other members of staff can support the children and ensure a speedy and safe exit from the building.

On exit from the building a member of preschool staff will collect the Nursery 'fire evacuation trolley' (located in the hall) which includes basic provisions to be used as required once all staff and children are safely congregated in the fire meeting point.

Once outside and at the agreed fire meeting point each room should take a register to confirm all children are accounted for and any discrepancies should immediately be reported to the Manager or Deputy.

When the Baby Room is being evacuated any 'non-walkers' will be collected by both baby room and 2/3 room staff. In the interests of speed each member of staff (where they are able) is permitted to carry 2 babies (one in each arm) solely for the period of moving all non-walkers to the safety of the fire meeting point. Clear communication between the baby room staff and



toddler room staff is required to confirm (or not) where assistance is needed. The Office Manager and Nursey Cook will also support baby room children at these times

All staff are to support each other as required to control and comfort the children when waiting for next instructions at the fire meeting point.

Fire Warden

The named fire warden for the nursery is the Rachel Armour, in her absence the most senior member of staff will act as Fire Warden.

The responsibility of the fire warden is to assist with evacuations, take the nursery phone and check all of the rooms in the building prior to exit to confirm a safe evacuation has been executed. The fire warden will also assist with any crowd control issues and the registration and record of information in the fire log book. The information is to include times, staff names, comments, any issues raised, any instructions given listing any actions to be made. The fire logbook is found in the office on the filing shelf.

Fire Drills are to be done at a minimum of once a month and as soon as is practicably possible when new staff have recently been employed with the Company. The speed of evacuation will be recorded for each drill and publicised to parents after each drill.



Acorn to Oak Nursery and Preschool

FOOD & DRINK POLICY

Policy Statement

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

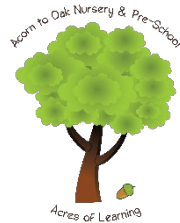
Procedures

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

- Before a child starts to attend the setting, we ask their parents about their dietary needs and preferences, including any allergies. (See the **Managing Children who are Sick, Infectious or with Allergies Policy**.)
- We record information about each child's dietary needs in the Registration Form and parents sign the form to signify that it is correct.
- We regularly consult with parents to ensure that our records of their children's dietary needs – including any allergies - are up to date. Parents will sign the up-dated record to signify that it is correct as appropriate.
- We display current information about individual children's dietary needs so that all staff and volunteers are fully informed about them in the rooms, kitchen area and office.
- We implement systems to ensure that children receive only food and drink that is consistent with their dietary needs and preferences, as well as their parents' wishes.
- We plan and implement a 4-week Rota which provides the children with a balanced and varied menu.
- We display the menus of meals/snacks for parents to view on the parent's notice board and are happy to discuss the seasonal menu with any parent as required.
- We provide nutritious food for all meals and snacks, avoiding large quantities of saturated fat, sugar and salt and artificial additives, preservatives and colourings.
- We include a variety of foods from the four main food groups:
 - meat, fish, and protein alternatives;
 - dairy foods;
 - grains, cereals, and starch vegetables
- We take care not to provide food containing nuts or nut products and are especially vigilant where we have a child who has a known allergy to nuts. (See the **Nut Policy**).



- Through discussion with parents, we obtain information about the dietary rules of the religious groups to which children and their parents belong and of vegetarians and vegans, as well as about food allergies. We take account of this information in the provision of food and drinks.
- We will always provide a vegetarian or suitable alternative on days when meat or fish are offered.
- We require staff to show sensitivity in providing for children's diets and allergies. Staff do not use a child's diet or allergy as a label for the child, or make a child feel singled out because of her/his diet or allergy.
- We organise meal and snack times so that they are social occasions in which children and staff participate.
- We use meal and snack times to help children to develop independence through; making choices, serving food and drink and through feeding themselves.
- We provide children with utensils that are appropriate for their ages and stages of development and that take account of the eating practices in their cultures.
- We have fresh drinking water constantly available for the children. We inform the children about how to obtain the water and that they can ask for water at any time during the day. Water is automatically provided to children during mealtimes.
- Children who take longer to eat their meals will be given time and not rushed.
- To protect children with food allergies, we discourage children from sharing and swapping their food with one another.
- For young children who drink milk, we provide whole pasteurised milk. Although we slowly introduce semi-skimmed milk from the age of two years.
- Staff will record throughout the day and then parents/carers are informed at the end of each day about what their child has eaten, how much and what their preferences may have been so immediate feedback can be given.



Acorn to Oak Nursery and Preschool

Food Hygiene Policy

Policy Statement

We provide and serve food for children on the following basis:

- Snacks
- Breakfast
- Lunch
- Tea
- Food Tasting
- Cooking activities

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

We are registered as a food provider with the local authority Environmental Health Department; our current rating can be located on the front door of the nursery. We have a qualified caterer who provides lunch and tea and up to date certificates of their qualifications and environmental health inspection are available on request.

Procedures

- The Manager has overall responsibility of food storage, preparation and serving of food to prevent growth of bacteria and food contamination.
- Only staff that have had food safety training should prepare and serve food.
- We use reliable suppliers for the food we purchase.
- Food is stored at correct temperatures +1°C to 5°C. A fridge thermometer is used to ensure the fridge is at the correct temperature and readings are recorded daily.
- The Food Safety regulations 1995 states that food must be kept either cold below 8°C or hot above 75°C.
- Hot food should be probed before serving and recorded daily.
- Staff are to ensure the food probe is cleaned after every use.
- All food must be checked to ensure it is in-date before use. Food will not be served to children if it is past its 'used by' date or past its 'best before date'.
- All food must be checked that it has not been subject to contamination by either pests, rodents or mold.
- Food preparation areas are cleaned before use as well as after use and a chopping board is used on the work surfaces when chopping is required.
- All surfaces are clean and non-porous.
- There are separate facilities for hand-washing and for washing up.
- All utensils, crockery etc. are clean and stored appropriately.
- Any fruit used for snacks or as desserts should be washed before use.

- Staff should wash their hands before serving or preparing food/snacks and where possible to be done with the children as positive role models.
- Staff should have hair tied back when preparing or handling food.



- When handling food any cuts or exposed wounds should be covered up with waterproof plaster.
- Waste food is disposed of daily.
- Cleaning materials and other dangerous materials are stored out of children's reach.
- Children do not have access to the kitchen.
- When children take part in cooking activities or food tasting, they:
 - Are always supervised;
 - Food 'best before date' and 'used by' dates are checked prior to activity taking place.
 - Staff will check for any food allergies prior to activity taking place.
 - All surfaces are cleaned and a clean plastic table cloth is used.
 - The activity will take place in the rooms.
 - Understand the importance of hand washing and simple hygiene rules;
 - Are kept away from hot surfaces and hot water; and
 - Do not have unsupervised access to electrical equipment, such as blenders etc.

Reporting of food poisoning

- Food poisoning can occur for several reasons; not all cases of sickness or diarrhea are because of food poisoning and not all cases of sickness or diarrhea are reportable.
- Where children and/or adults have been diagnosed by a GP or hospital doctor to be suffering from food poisoning and where it seems possible that the source of the outbreak is within the setting, the manager will contact the Environmental Health Department to report the outbreak and will comply with any investigation.
- Any confirmed cases of food poisoning affecting two or more children looked after on the premises are notified to Ofsted as soon as reasonably practicable and always within 14 days of the incident.



Acorn to Oak Nursery and Preschool

Hand washing Policy

Control & Protection

The most important measure in control and protection of infection and cross-contamination is to always ensure good personal hygiene.

This means hand washing with water and liquid soap with thorough drying. Hand washing must be

practiced by everybody in the Nursery as detailed below: ***Before:***

- Preparing food and snacks
- Eating meals and snacks
- Treating injuries
- Assisting children to eat

After:

- Going to the toilet
- Dealing with sick people/children
- Treating an injury
- Preparing food including snacks
- After handling, feeding, or dealing with pets or pets' equipment
- Changing nappies or helping a child in the toilet.

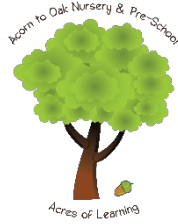
Best Practice

- Children should be encouraged to wash their hands after every toilet visit and before meals including any snacks or fruit.
- Hand washing should be supervised by staff and advice given when a child needs it to reinforce the reasons and benefits of washing hands.

Please refer to the effective hand washing posters displayed in all hand washing areas relevant to either children or adults.

Sanitizers

The use of hand sanitizers, while encouraged, should not replace the need to wash hands at any point and should merely compliment good hand washing.



Acorn to Oak Nursery and Preschool

HEALTH & SAFETY POLICY

Statement of Practice

- To provide adequate control of health and safety risks arising from our work activities.
- To consult with our employees on matters affecting their health and safety.
- To ensure all employees are competent to do their tasks and to give them adequate training that they require.
- To look to pre-empt and ultimately help to prevent accidents at work.
- To maintain healthy working conditions.
- To review and revise this policy as necessary at regular intervals.

Responsibilities

The overall and final responsibility for health and safety is that of the owners of the business namely Rachel Armour and Michelle du Toit.

The day-to-day responsibility for ensuring this policy is put into practice and adhered to is delegated to the Nursery Manager or in her absence the Deputy Manager. Both individuals will be aware of this responsibility and supervision thereof.

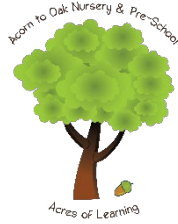
It is the responsibility of all employees of Acorn to Oak to:

- Co-operate with both supervisors and Managers on health and safety matters;
- Not interfere with anything provided to safeguard their health and safety;
- Take care of their own health and safety and that of all the children attending the setting;
- To report all health and safety concerns to an appropriate person (as detailed in this Policy)

The Nursery Manager is responsible for ensuring the fire risk assessment is undertaken and implemented on a termly basis.

Escape routes should be checked by all staff each day as part of the morning risk assessment and then on an ongoing basis throughout the day.

Fire extinguishers are maintained and checked by **CHUBB FIRE PROTECTION OFFICERS** annually (April/May).



Emergency evacuations will be tested **once a month** unless new staff or children start at nursery in which case it will take place as soon as practicably possible to do so.

Fire alarms are tested once a month by either the Nursery Manager or Owners as required.

Policy Requirements

It is the policy of Acorn to Oak Nursery and Preschool: -

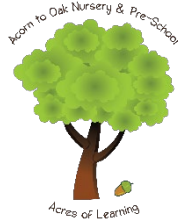
- (a) To create a safe environment for everyone.
- (b) To encourage ways of working that will ensure the safety of the children, staff and all other people who come into the nursery environment.
- (c) The Nursery Manager is responsible for the implementation of this policy and as a result any matters concerning health and safety should be brought to their attention.
- (d) It is the responsibility of the Nursery Manager to bring to the attention of the owners any aspect of the policy that requires action to be taken ASAP.
- (e) All staff are responsible for the children in their care. They also have a responsibility to work in a way which ensures the health and safety of themselves and others.
- (f) Risk assessments will be carried out on a regular basis.

Gas & Electricity

- (a) Any faults must be reported to the Manager and recorded in the maintenance book. If in doubt do not use anything electrical if you think it may be dangerous.
- (b) Take care with electrical leads and ensure they do not trail in such a way as to be dangerous or hazardous to other people or children in the nursery.
- (c) Do not place anything containing water on top of electrical appliances.
- (d) All gas and electrical appliances should only be checked and serviced by qualified persons.

Security

- (a) All gates and entrances must be kept closed and secured to ensure the safety of the children both in and outside of the nursery.
- (b) Staff will be responsible and must ensure that the front door to the nursery is always closed by closing the door behind parents/carers and visitors on entry and by escorting parents/carers and visitors out of the nursery on exit. This process will be overseen by the Manager or Deputy Manager in the Manager's absence.
- (c) Any unknown visitors will not be allowed into the building (including the external gates if children are outside) without being appropriately challenged which may include making checks by phoning their organisation/company or a child's parent to check authorization has been granted if the secret 'password' is not known.
- (d) All visitors must sign in and out of the visitor's book and their identification should always be diligently checked to ensure it is in date and legitimate. Visitor passes should be worn.
- (e) Children should always be checked in and out using the room diary system.
- (f) Staff who have not been DBS checked are not allowed to be left alone with the children on their own at any point. They will always be supervised by a member of staff who is DBS checked.
- (g) Any doors that are locked from the inside must always have the key attached to them to enable swift exit if ever required.



Supervision

- (a) Whether in or out of the building the children must be always supervised, and the appropriate EYFS / Ofsted child ratios should always be maintained as a minimum (staff: child); Babies 1:3, Toddlers 1:4, Pre-School 1:8. New ratio comes into effect for toddlers from September 2023 1,5
- (b) Children must be escorted to the toilet (never send them alone) and monitored from either within the bathroom or from the hallway area making sure they receive any assistance they might ask for – specifically with any toilet needs or washing of hands.
- (c) Children must be supervised whilst eating and must be always monitored until all food has been eaten/ removed.
- (d) Supervision should be given when children are using any of the climbing equipment where they are effectively playing above ground level.
- (e) Child Signing in/out records should be always kept accurately throughout the day on both arrival and departure.
- (f) Sleeping children should be supervised and checked regularly every 10 minutes and the sleep rota signed to confirm the check has happened.

Outings & Transport

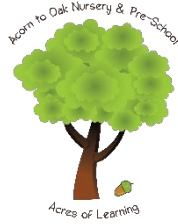
- (a) Written permission should be obtained from parents for outings or verbal permission can be obtained for local outings.
- (b) Correct adult to child ratios should be maintained on outings. This is 1:3 for Babies and Toddlers, 1:4 for 2-3's and 1:4 for Pre-Schoolers. This is the general rule, but child ages and the total number of the children should be considered.
- (c) Staff will draw up an outing plan and conduct an **Outing Risk Assessment** considering any potential risks at the venue(s), the procedure to follow in an emergency, access to mobile phone, contact details for staff/children and parents, first aid kit, medication, nappies, clothing and any food requirements.
- (f) Personal mobile phones will not be taken on outings. A nursery mobile phone which does not have camera functionality will be supplied to use in an emergency.

Water

- a) Drinking water will be made available to all staff and children to consume at any time either independently or with assistance while at Nursery.
- b) Outside water troughs should be cleaned and emptied regularly.
- c) When using paddling pools, experienced and fully qualified staff should supervise these paddling pool activities.
- d) Children should always wear appropriate swimwear, waterproof nappies, or training pants if not toilet trained when using the paddling pool.
- e) Water temperature in bathroom should be checked and maintained at a suitable level by using a thermostat that controls appropriate temperature.

Hazardous Plants

- (a) Outdoor play areas are checked daily during the garden risk assessment for any hazardous plants, nettles or mushrooms and they should be removed as required.

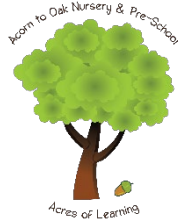


Fire

- (a) All fire appliances/extinguishers should be checked yearly and a certificate provided.
- (b) Staff should all familiarise themselves with how all fire appliances work and will be required to attend any specific training provided on 'safe use'.
- (c) All fire exits should be kept clear at all time and have fire exit signs clearly displayed.
- (d) You are required to understand and be aware of the fire evacuation procedure and copies of this are displayed in every room.
- (e) Sporadic fire drills will take place every month or whenever new staff have been recently employed by the company.

Outside Areas

- (a) All grassed areas should be checked before each play session for glass, animal excrement or other dangers such as faulty equipment. All gates should be checked to ensure they are working and that all boundaries remain secure.
- (b) Adequate and appropriate staffing levels/ratios must always be maintained in the garden and there must always be at least one qualified member of staff in the garden.



HEALTH & SAFETY POLICY

- (c) Any individual or 'stranger' entering the outside gate area when children are using the front garden should always be questioned and challenged as to their business on site.
- (d) If the floor is icy or slippery it should be salted and warning signs displayed to alert any potential hazard.
- (e) Children should always have suitable clothing when outdoors i.e., Sunhats and sun cream during hot weather. Coat, gloves, hats, and wellies during cold and wet weather.

Risk Assessments

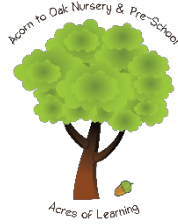
- a) Risk assessments are carried out daily alongside the start of day check to ensure the nursery is set up and ready for the children, this will be signed and dated detailing any findings or actions.
- b) Wider risk assessments are also carried out termly when looking at an overview of the health and safety of the entire nursery, this assessment is amended as necessary.
- c) A separate 'garden' risk check is done daily by the nominated member of staff going outside and before taking any children outside to make sure the conditions are suitable.
- d) Each room will be responsible for and will take into consideration the risks within their own room (or what their specific group of children may meet). For example, height risks for preschoolers with a greater reach or floor risks for babies crawling on the floor.
- e) Visual Health and Safety checks are conducted throughout the day on an ongoing basis where any risks identified will be either minimised or removed immediately.
- f) The manager and deputy manager will conduct a monthly visual risk assessment of the entire nursery and the outside areas. Findings will be recorded and discussed with the room leaders and the owners.
- g) Children are also encouraged to be aware of risks and know who the Safety Officer is. This is displayed for parents to see as well at the entrance to the main room.

Defects to Building and Equipment

- (a) Report any defects to the Manager/Deputy and make sure these are also recorded in the maintenance book.

General Tidiness & Storage of Cleaning Materials

- (a) The premises should always be kept tidy and organized to reduce the risk of accidents.
- (b) Cleaning materials should be kept in high storage out of reach from children with the kitchen door always closed on exit.
- (c) Outdoor sand must be regularly changed, kept clean and covered every evening to prevent contamination.
- (d) All linens and beddings are washed weekly or when needed if before then and each child will have their own labeled sheet and blanket.



HEALTH & SAFETY POLICY

The Hire of Bouncy Castles

If bouncy castles are to be used the following must be adhered to:-

- (a) Parental consent must be provided before any child goes on the equipment.
- (b) All terms and conditions from the hire company must be followed.
- (c) Only a maximum of six children are to be on the bouncy castle at one time.
- (d) 1 adult must always be always supervising the bouncy castle.
- (e) Only children with the confidence and developmental ability for the equipment should go on the bouncy castle.
- (f) When using the bouncy castle children should be grouped together within their age or stage of developmental ability to ensure safe play can be controlled.

Balloons

Balloons are permitted at Nursery but staff need to be aware that a 'popped' balloon could be potentially very hazardous to a child of any age as they could choke on the deflated rubber. As a result, please make sure that: -

- (a) Children do not attempt in any way to blow un-inflated balloons up.
- (b) When balloons are being used and inflated all staff need to be extra vigilant and;
- (c) If a balloon pops, all the pieces must be thrown away immediately.

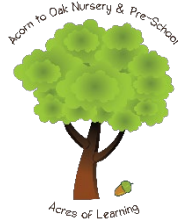
Sharp Knives

It is the nursery policy that under no circumstances should sharp 'adult' knives be used in the main rooms or garden of either the preschool, toddler, or baby areas.

Sharp knives are a major health and safety risk and should never be available or within the reach of children due to the potentially fatal consequences etc. Therefore, sharp knives must never leave the kitchen area, which is out of bounds to all children.

Only the red safety cutter knives should be used to cut fruit etc. with the children. Where the red safety cutter knives are not available or are already in use then fruit/food etc. should be prepared in the kitchen.

For the avoidance of doubt any child birthday cakes that need to be cut in separate portions should be cut in the kitchen area and then brought into the main room.



HEALTH & SAFETY POLICY

Blinds

The nursery has blinds which have a pull cord attached. Blinds could pose a risk for children and staff MUST be aware that unrestrained cords, braids, loop chains could be hazardous to young children.

Window blind cords must be kept out of reach of babies and children to avoid the risk of strangulation and entanglement. There are hooks attached by each window which are high enough to be out of reach of children. The blind cord should be wound around these hooks, making it safe and impossible for children to get to. Move chairs and any other furniture away from windows and blinds so that children cannot climb up and reach cords. Make sure that cords do not twist and create a loop. Staff are to be always vigilant around blinds.

Bags

Due to the high risk of suffocation for babies and children plastic bags are NOT permitted in the nursery rooms, toilet area and hallway. Any plastic bags within the nursery must be in areas where children do not enter such as the office and kitchen. Parents are asked not to bring in children's belongings in plastic bags and instead use a rucksack or satchel.

Nappy bags must be stored out safely out reach of children and NEVER within reach of a cot. All used/unwanted nappy bags must be disposed of safely.

Draw string bags can pose a strangulation risk to babies and children. All drawstring bags must be kept out of reach of all children and bags should NEVER be attached to cots.

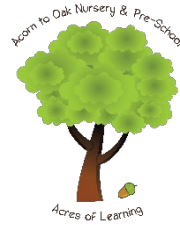
Choking Hazards & Prevention

We take every measure to ensure that choking hazards are removed from babies and children's reach. To minimise risk to children the following foods are NOT allowed:

- Whole cherry tomatoes;
- Peanuts and other nuts;
- Popcorn;
- Jelly Cubes.

Staff are to remain vigilant at all time and be aware of choking risks that are present within the nursery such as small magnets, button batteries, coins, pen caps, sensory play, food tasting etc. To minimise risk of choking staff must:

- Always supervise children whilst they are eating.
- Children must be sitting down whilst eating and not walking or running.
- Children are encouraged not to put too much food in their mouths and to chew properly.



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- Cherry tomatoes must be cut length ways.
- Children are not to play with toys that not recommended for their age, if they have small parts and could be a choking hazard.
- Regularly inspect toys to make sure that parts are not going to break off and throw out any broken toys.
- Children are to be always supervised during an adult led food tasting or sensory play activity.

If in doubt of the safely/choking risk of an object, staff should always seek advice from the nursery manager or deputy manager, who has access to a choke tester.



Acorn to Oak Nursery and Preschool

Implementation and Summary of Development Matters

"Development Matters" is a publication produced by the UK Department for Education, which provides guidance on the early years foundation stage (EYFS) for children from birth to five years old. The document outlines the seven areas of learning and development that children should be supported to achieve through play-based learning and exploration.

The seven areas of learning and development are divided into three prime areas and four specific areas. The prime areas are communication and language, physical development, and personal, social, and emotional development. These areas are essential for children's holistic development and lay the foundation for their future learning and success.

The specific areas are literacy, mathematics, understanding the world, and expressive arts and design. These areas are important for building children's knowledge and understanding of the world around them and supporting their creative and imaginative development.



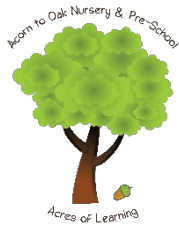
The guidance outlines the expected levels of development for children at different stages of their early years, known as the early learning goals. These goals set out what children should be able to do by the end of the reception year in primary school, which is the year that children turn five years old.

The guidance also includes characteristics of effective learning, which describe how children learn and develop through their play and exploration. These characteristics include playing and exploring, active learning, and creating and thinking critically.

The publication emphasizes the importance of early years practitioners working closely with parents and caregivers to support children's learning and development. It highlights the need for practitioners to engage in ongoing observation, assessment, and planning to ensure that children's needs are met and that they are making progress in their learning.

The guidance also emphasizes the importance of promoting equality and diversity in early years settings, ensuring that all children are included and that their individual needs are met. This includes supporting children who have special educational needs and disabilities (SEND) and working closely with parents and other professionals to provide the necessary support.

Overall, "Development Matters" provides a comprehensive guide for early years practitioners on how to support children's learning and development through play-based learning and exploration. It



emphasizes the importance of working closely with parents and caregivers and promoting equality and diversity in early years settings.

Prime Areas

1. Communication and Language

The communication and language area focuses on children's ability to communicate their thoughts, feelings, and needs effectively. It is divided into two aspects, listening and attention and speaking. In the listening and attention aspect, children are supported to listen attentively in a range of situations and respond to instructions appropriately. In the speaking aspect, children are supported to express themselves effectively, using a range of vocabulary and simple sentences.

Effective communication and language skills are crucial for children's social and emotional development, enabling them to build positive relationships with others and develop a sense of belonging. These skills also underpin children's ability to learn and succeed in school and later life.

Early years practitioners can support children's communication and language development by providing opportunities for them to talk and listen, ask questions, and share their ideas and thoughts. They can also use storytelling, singing, and rhymes to help develop children's vocabulary and language skills.



2. Physical Development

The physical development area focuses on children's physical health and well-being, including their gross motor and fine motor skills. It is divided into two aspects, moving and handling and health and self-care.

In the moving and handling aspect, children are supported to develop their gross motor skills, such as running, jumping, and climbing, and their fine motor skills, such as using scissors, pencils, and other tools effectively. In the health and self-care aspect, children are supported to develop good hygiene habits, understand the importance of healthy eating, and manage their own self-care needs, such as dressing and using the toilet independently.

Effective physical development is crucial for children's overall health and well-being, enabling them to build strong bodies and develop coordination and balance. It also supports their cognitive development, enabling them to learn and explore the world around them.

Early years practitioners can support children's physical development by providing opportunities for them to engage in active play, such as running, jumping, and climbing, and offering activities that support their fine motor skills, such as threading, drawing, and cutting. They can also promote healthy eating habits and encourage children to manage their own self-care needs.



3. Personal, Social, and Emotional Development

The personal, social, and emotional development area focuses on children's personal, social, and emotional well-being, including their self-esteem, self-confidence, and emotional regulation. It is divided into three aspects, self-awareness, managing feelings and behaviour, and making relationships.

In the self-awareness aspect, children are supported to develop a sense of self and their own identity, including their likes, dislikes, strengths, and challenges. In the managing feelings and behaviour aspect, children are supported to understand and manage their emotions effectively, develop positive relationships with others, and demonstrate positive behaviour. In the making relationships aspect, children are supported to build positive relationships with others, including their peers and adults, and develop a sense of empathy and respect for others.

Effective personal, social, and emotional development is crucial for children's overall well-being and their ability to build positive relationships with others. It also supports their cognitive development, enabling them to learn and explore the world around them.

Early years practitioners can support children's personal, social, and emotional development by providing opportunities for them to engage in imaginative play, sharing, and turn-taking. They can also offer activities that support emotional regulation, such as storytelling and role-play, and promote positive behaviour through praise and positive reinforcement.



4. Literacy

The literacy area focuses on children's ability to read and write effectively, including their phonics, vocabulary, and comprehension skills. It is divided into two aspects, reading and writing.

In the reading aspect, children are supported to develop their phonics skills, including their ability to recognize and decode letters and sounds, and their comprehension skills, including their ability to understand and respond to texts. In the writing aspect, children are supported to develop their handwriting, spelling, and grammar skills, and to express themselves effectively through writing.

Effective literacy skills are crucial for children's academic success, enabling them to access and engage with learning across all subject areas. They also support their communication and language development, enabling them to express themselves effectively and engage in meaningful conversations with others.

Early years practitioners can support children's literacy development by providing a print-rich environment that includes books, labels, and posters, and by offering opportunities for children to



engage in reading and writing activities, such as storytime, mark-making, and journaling. They can also use phonics-based teaching approaches to support children's early reading skills.

5. Mathematics

The mathematics area focuses on children's ability to understand and apply mathematical concepts, including numbers, shapes, and patterns. It is divided into two aspects, numbers and shape, space, and measure.

In the numbers aspect, children are supported to develop their understanding of numbers and counting, including their ability to recognize and compare numbers and solve simple mathematical problems. In the shape, space, and measure aspect, children are supported to develop their understanding of shapes, sizes, and measurements, including their ability to describe and compare objects and quantities.

Effective mathematics skills are crucial for children's cognitive development, enabling them to develop problem-solving and critical thinking skills that are essential for academic and later life success. They also support children's understanding of the world around them, enabling them to make sense of their environment and engage with science, technology, and engineering concepts.



Early years practitioners can support children's mathematics development by providing opportunities for them to engage in play-based activities that involve counting, sorting, and comparing objects, as well as offering activities that support their understanding of shape, space, and measurement. They can also use real-life contexts to help children understand and apply mathematical concepts.

6. Understanding the World

The understanding the world area focuses on children's ability to explore and understand the world around them, including their understanding of people and communities, the natural world, and technology. It is divided into two aspects, people and communities and the world around us.

In the people and communities' aspect, children are supported to develop their understanding of people, including their own family and community, as well as the wider world and its diversity. In the world around us aspect, children are supported to develop their understanding of the natural world, including plants, animals, and the environment, as well as technology and its uses.

Effective understanding of the world skills are crucial for children's cognitive and social development, enabling them to make sense of the world around them and understand their place in it. They also support their ability to engage with science, technology, engineering, and math concepts, which are increasingly important for academic and later life success.



Early years practitioners can support children's understanding of the world by providing opportunities for them to explore and engage with their environment, including outdoor play and nature walks. They can also use real-life contexts, such as visits to local businesses or museums, to support children's understanding of people and communities, as well as offering technology-based activities that support their understanding of technology.

7. Expressive Arts and Design

The expressive arts and design area focuses on children's ability to express themselves creatively through a range of media, including art, music, dance, and drama. It is divided into two aspects, exploring and using media and materials, and being imaginative.

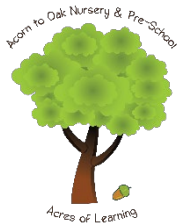


In the exploring and using media and materials aspect, children are supported to explore a range of materials and media, including paint, clay, and fabrics, and to use them to create their own works of art. In the being imaginative aspect, children are supported to use their creativity and imagination to express themselves through music, dance, drama, and role-play.

Effective expressive arts and design skills are crucial for children's emotional and social development, enabling them to express themselves creatively and develop their self-confidence and self-esteem. They also support children's cognitive development, enabling them to think creatively and solve problems in innovative ways.

Early years practitioners can support children's expressive arts and design development by providing a range of materials and media for them to explore and use, and by offering opportunities for them to engage in creative activities, such as music-making, dance, drama, and role-play. They can also use open-ended questioning and prompts to encourage children to think creatively and imaginatively.

In summary, the seven areas of learning in Development Matters provide a framework for understanding and supporting children's holistic development in the early years. By providing a rich and varied learning environment that supports children's development across all seven areas, early years practitioners can help to lay the foundations for children's future success and well-being.



Acorn to Oak Nursery and Preschool

INCLUSION, EQUAL OPPORTUNITY & SPECIAL EDUCATION NEEDS POLICY

Policy Statement

We are committed to providing equal opportunities for all children, families, and practitioners. The diversity of all individuals and communities is respected and all families are welcomed and valued. No child or family is discriminated against, and all children are given equal opportunities to engage in the curriculum. The Inclusion officer at is the Nursery Manager.

Admissions

All children are included and are admitted according to the availability of spaces within the nursery and in line with our Nursery **Admissions Policy**.

Partnership with parents

We are committed to working with all parents and carers to develop a two-way flow of communication and information about each individual child. We will develop a learning journey for every child which will be a shared process of information. This will build a personal picture of your child's culture, home, and family time as well as their individual learning and development needs, interests and next steps.

Working with children

Each child's individual journey will be personal to them and based on their individual needs, interests, and experiences. They will be encouraged to develop as individuals and all children are listened to and valued.

Children's entitlement

All children have rights and entitlements and should be fairly treated regardless of race, religion, ability, their family background, the languages they speak, their gender, whether they have a disability.

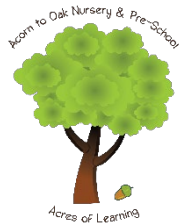
British Values

We promote British Values, and it is embedded within our everyday practice. We do this by promoting and encouraging:

- Democracy: making decisions together;
- Rule of law: understanding rules matter as cited in Personal Social and Emotional development;
- Individual liberty: freedom for all;
- Mutual respect and tolerance: treat others as you want to be treated.

Learning environment

Our learning environment will support the individual learning needs of all the children and will provide them with opportunities to explore and experiment, be creative and share their experiences and



feelings with others and have these valued and respected. We will provide positive images of different ethnic minorities and cultures, especially those that reflect the cultural backgrounds of everyone in the setting, through posters, books, puzzles, small world play, clothes and the celebration of festivals that are significant.

We will promote positive images through resources in the setting and these will reflect the diverse society that we live in. We will aim to create a non-sexist environment.

All children's individual needs: dietary, religious, home languages etc. will be recorded on the child's enrolment forms to ensure appropriate care is given to all children.

Progress checks at age two

When a child is aged between two and before three years your child's key person will review your child's progress and complete a 2–3-year developmental check. You will be able to access this via the parent app.

This progress check will identify your child's strengths and highlight any concerns. If concerns are identified a targeted plan to support your child will be developed and will involve The Special Education Needs Co-Ordinator, as appropriate. The progress check at age two should be provided in time for your child's 'Healthy Child Progress Health and Development review' around the age of two, which is where health visitors' gather information on a child's health and development.

Special Educational Needs and Disability (SEND)

All children are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes, and
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education (Code of practice Jan 2015)

We aim to identify children with Special Educational Needs (SEN) as early as possible (through observation and assessment) so that their needs can be met as early as possible. Parents will be consulted and will be asked to contribute to the child's learning journey through planning and individual learning plans.

The name of our Special Educational Needs coordinator (SENCO) is Alicja Pendry. It is her responsibility to: -

- Implement and review the nursery policies.
- Attend training and network meetings to keep up to date with current practice.



- Ensure that the needs of children are being met in all aspects of planning and practice. The Early Years foundation stage will be coordinated by Manager/Deputy and room leaders with all staff providing input on a weekly basis and at monthly staff meetings.
- The needs of all the children are met through observation, assessment, and progress tracking. Monthly planning is developed to meet all children's individual learning needs. If a child is not making expected progress or where their progress gives cause for concern the nursery will carry out an assessment with the parents to identify if SEN support is needed.

Where we identify a child as having a SEN, we must work in partnership with parents to establish the support the child needs.

Where we make special education provisions for a child with SEN, we will inform parents. We will adopt a graduated approach with four stages of action: assess, plan, do and review. In consultation with parents, we will draw up an Individual Education Plan (IEP) which sets specific targets for the child this will be reviewed and evaluated at regular intervals.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in the nursery by external support services. This may lead to 'additional' or 'different' strategies and external support outside of the nursery. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's nursery setting.

If despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress; the setting would consider requesting an Education, Health, and Care needs assessment (EHCP). This will be in consultation with parents and the settings local authority Early Year's advisor.

- To train and support staff to meet children's needs and to keep records, responses and actions that meet the child's needs.
- The SENCO is to keep up to date with current practice and work in line with the SEND Code of Practice.

Further information can be found on Kingston Send page:

http://www.kingston.gov.uk/info/200326/special_educational_needs_and_disability_send

For further information about the Local offer which defines the help there is for children with special educational needs or disabilities and gives information on how to access this help.

Go to <http://www.kingston.gov.uk/info/200328/>

For further information on the 'Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities visit:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf



Medical conditions

We will take steps to ensure that children with medical conditions get the support required to meet their individual needs and a 'Medical Plan' will be agreed and documented during the child's settling in sessions.

Transitions and working with other agencies

We will liaise with parents/carers and other professionals and agencies to ensure that they all work together to identify the needs of each child in our care at any time. This will include passing on information to future settings the child may attend and other agencies the child may be involved with. We will work together for the benefit of the child and to ensure continuity in the child's learning journey.

English as an additional language (EAL)

Staff will respect language diversity and ensure that children's language and cultural experiences are valued. The child's language history will be discussed with parents and the use of the Child's home language in play and learning will be supported through signs, labels, and books. Staff will use the (RBK) EAL Assessment for the Early Years Foundation stage as a tool to support and assess children's language development.

Gifted and talented and more able children

Staff will plan personalised learning to support gifted and talented children. Parents will be consulted to find out the history of the child's learning and development achievements. The staff will then nurture the gifts and talents of the children through the implementation of the EYFS and they will encourage children to talk and ask questions and will set challenges and differentiate learning to meet their needs.

Discriminatory behaviour

The nursery is committed to providing an equal and welcoming atmosphere for all. Staff will be given the opportunity to access equal opportunity training and will work with a non-discriminatory approach. Any discriminatory behaviour, remarks or questions will be dealt with in an open, honest, and sensitive way. We aim to create an environment where discriminatory behaviour is unacceptable. We expect all those that work within the nursery to implement this policy.

Complaints procedures

Any complaints in regards to Inclusion, Equal Opportunity & Special Education Needs Policy can be discussed with the Nursery 'Inclusion officer'. If you wish to make a formal complaint, please refer to our **Complaints Procedure** for more information.



Acorn to Oak Nursery and Preschool

MOBILE PHONE, CAMERA, INTERNET & SOCIAL MEDIA POLICY

Position

In order to ensure the complete safeguarding of the children in our care, the use of mobile telephones, mobile telephones with a camera function, photographic cameras and video cameras within the Nursery setting is strictly prohibited and the following policies apply:

Mobile Phones & Mobile Phones with Camera Function

- All staff including management must ensure that their personal mobile telephones are left the phone pockets hanging on the wall outside the office door during working hours.
- All staff including management are prohibited from accessing their personal mobile phones during working hours. Personal mobile phones may only be used during designated breaks. Anyone staff member who does not adhere to this policy will be subject to the nursery disciplinary procedure outlined in the staff handbook
- Mobile phone calls can only be taken during staff breaks or during your own time (i.e., outside of working hours) or outside of the Nursery grounds.
- If any staff member has a personal emergency, then they can, with agreement from the Manager or Deputy, use the Nursery phone or make a call from their mobile in the Nursery office.
- Mobile phones must never be used or even be in hand anywhere inside the nursery except the office.
- During group outings nominated staff will have access to the Nursery mobile phone which is to be used for emergency purposes only.

Although it is accepted that it is impractical to physically ask parents or outside visitors to hand over their phone when entering the Nursery, we can and do insist that no phone is used or seen when in the main Nursery building or the garden or immediate surrounds. If you do see anyone either using or have in their hand a phone then please ask them politely to either put the phone away or leave the Nursery grounds while they take the call.

Photographic & Video Cameras

- The Nursery operates a strict no photographic camera or video camera policy within the Nursery. It is the responsibility of all staff to report any such use or sight or such equipment to the Nursery Manager or Deputy immediately so the owners of the equipment can be challenged and instructed of the Nursery Policy.
- Only previously agreed and professionally appointed photographers may be allowed onsite for the purpose of Nursery group photos on special occasions and in these instances.

Internet Policy

- The internet can be accessed for Nursery business (including finding resources, planning etc.) during working hours using the office laptops.
- Personnel use of the internet is not permitted at any time.



- Staff must not download any music, applications, use social media sites or review any type of material that may be interpreted as inappropriate to so at a children's day nursery.

Social Networking Sites: Staff

Staff (which includes volunteers, temporary staff, and students) must be aware of their responsibilities to the Nursery when using social networking sites such as Facebook, Twitter, and YouTube etc.

- The Nursery setting or any matters concerning it must never be discussed or posted on any social networking sites.
- Staff must not name the Nursery in any social media posts, comments or updates they make.
- Staff must not display the Nursery logo on their uniform in any photos that are put on any social networking sites other than our own Facebook page.
- Staff must not take photos on Nursery premises (please see camera policy above).
- Staff must ensure that all privacy settings are set to private and that content posted is appropriate including photos and language used.
- The Nursery confidentiality policy must be always adhered to even outside of working hours. It is important to maintain your status as a professional childcare practitioner and therefore the Nursery does not allow friendships with parents via Facebook or twitter.
- Disciplinary action will absolutely be taken if the nursery is brought into disrepute as a result of any information that has been made available on social networking sites.

Social Networking Sites: Parents/Carers

- Parents are advised not to invite staff members to be 'friends' via social networking sites as it is against Nursery policy and puts staff in a difficult position.
- Parents are strongly advised not to discuss Nursery business on any social networking site. All issues or concerns must be discussed with the Nursery Management or staff directly in an appropriately private environment at the Nursery or over the phone.
- Parents are strongly advised not to place photos from any Nursery event of any kind on any social network site (please also see photographic section above).



Acorn to Oak Nursery and Preschool

INTRUDER POLICY

We believe that the safety of the children and staff in our nursery is of paramount importance. We make every effort to keep our nursery safe from intruders.

The aim of this policy is to inform staff and parents/carers of the procedures to take in the event of an intruder being identified on the premises. All staff must be aware that it is their priority to maintain the safety of any children in their care as well as their own safety and to protect the nursery's environment and equipment.

An intruder is an individual in the nursery who has not followed established visitor procedures and may or may not be a safety hazard to the nursery. This policy provides a means of dealing with either situation. Any member of staff who observes an individual in the nursery who appears suspicious or out of place should approach the individual (if safe to do so), ask their name and purpose in the nursery or contact the Nursery Manager for assistance.

The person approaching the suspicious individual must determine if the person poses a threat or simply needs making aware of the procedures for visiting the nursery. While determining the status of the visitor, every effort must be made to ensure children in our care are safe, feeling secure and continue to be engaged in their current activities. If need be, children must be given reassurances as to their own and others safety and wellbeing.

Visitor with legitimate business 1. Identify the person and determine their purpose or need for being in the nursery. 2. Call for the Manager and have them check in as a visitor. Ensure they are aware of our procedures for future reference. 3. Review security to determine how the intruder gained entry.

Procedure: intruder who may pose a safety hazard

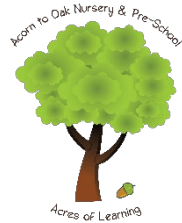
Politely greet the intruder, identify yourself and ask the purpose of their visit.

Ask a colleague to observe your approach to the intruder.

Explain that all visitors must report to the Nursery Manager. Call the Nursery Manager/Deputy.

Depending on the circumstances and the demeanour of the intruder, the Manager will make every effort to call the police to report the incident, possibly by asking another member of staff to do so. If the intruder appears agitated, irrational or refuses to leave the building in a peaceful manner, endeavour to calm the person by talking in a low calming reassuring voice whilst trying to gain the attention of a colleague to call the police.

We have a code word system that alerts staff to an emergency and instructs them as to what action to take. If the police are called and the individual leaves or attempts to leave prior to the police arriving, do not try to detain or restrain the person. Contact the police to inform the responding police that the individual has left the building, the direction and means of transport.



If the individual stays until the police arrive, try to keep them in common areas, such as hallways, landings, or kitchen, away from childcaring areas. Inform the officers what had happened that led the individual to being with you so they can establish a cause for the trespass. Manager or deputy to lock entrance to main room, notify staff if they need to exit via fire escape for safety of children and themselves

Review security immediately.

Log incident and actions as soon as possible.



Acorn to Oak Nursery and Preschool

LAUNDRY POLICY

Personal protective equipment such as gloves and aprons should be worn when handling dirty or contaminated clothing and linen, this is due to the possible exposure to body fluids (See body fluid spillage policy).

Bed linen

Linen used for sleep mats should be dedicated for individual child's use, the linen will be used for one week then washed, however if the linen becomes dirty or contaminated during the week, the linen will be washed and clean linen provided for the child. The linen must be labelled with the child's name.

Soiled clothing

Gloves and an apron are available to be worn. flush any soiled material (e.g., vomit or faeces) into toilet carefully avoiding splashing and then place in a sealed waterproof bag for the parents to collect and wash at home. Never rinse the clothes/material by hand. The parent must be informed of what is in the bag on collection.

Handling linen

Used linen should be stored in the dirty linen bin if it is for washing and is not infected.
Used soiled or infected linen should be stored separately to other linen in a waterproof bag and should be laundered separately.

Linen that is soiled and infected should be removed from bag, placed in washing machine, and laundered using a pre wash cycle to dispel any soiling followed by a hot wash in which the temperature is maintained at 65 degrees for at least 10 minutes.

Clean linen should be kept well away from dirty laundry and should be dried and put away as soon as possible.



Acorn to Oak Nursery and Preschool

ADMINISTERING & STORAGE OF MEDICINES POLICY

Policy Statement

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

In many cases, it is possible for children's GPs to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the child's health if not given in the setting. If a child is prescribed / taking antibiotics, parents must keep their child at home for 24 hours in order to ensure that no adverse effects follow the administration of the medication - this includes situations where children have had the medication before.

The Manager (in their absence the Deputy Manager/Third in Charge) is responsible for the correct administration of medication to children. This includes ensuring that: parent consent forms have been completed; that medicines are stored correctly and that records are kept according to procedures. The Manager/Deputy Manager/Third in Charge are responsible for administering all medication.

Procedures

- Children taking prescribed medication must be well enough to attend the setting.
- We only usually administer medication when it has been prescribed for a child by a doctor (or other medically qualified person). It must be in-date, prescribed for the current condition, in the original packaging, state the child's name and include the 'Package Leaflet: Information for user' which details any side effects of the medication. **Children will not be admitted into the setting if any pain relieving, fever reducing or any other medication that can mask a symptom has been administered.**
- Non-prescribed medications can only be authorised for the following reasons:
 - Teething
 - Mild skin conditions
 - Mild allergies such as hay fever
 - Mild eye inflammations/infections
 - Fever relief. Parents should be reminded that administration of Calpol could mask systems of illness and if a child has a consistently high temperature appropriate medical advice should be sought. Calpol will not be administered to a child with no sign or symptom of fever or pain unless advised otherwise by a medical professional.
- Medicines will not usually be administered unless they are prescribed by a doctor. Non- prescription medication, such as pain or fever relief (e.g., Calpol) and teething



gel, may be administered, but only with prior written consent of the parent (Child's registration consent form) and only when there is a health reason to do so. Children under the age of 16 years are never given medicines containing aspirin unless prescribed specifically for that child by a doctor. The administering of non-prescription medication is recorded in the same way as any other medication.

- If the child's temperature is worryingly high, then we may give them Calpol after first obtaining verbal consent from the parent and when the parent or named person is on their way to collect the child which should be within the hour. This is to reduce the risk of febrile convulsions, particularly for babies. The child's consent form will first be checked and the Parent/named person will sign the medication administration record via docusign.
- Parents must give prior written permission for the administration of medication. The Manager/Deputy manager will ask the parent to sign a *Child Medication Consent & Administration Form* stating the following information. A new Medication consent form will be completed for each course of medication. No medication may be given without these details being provided:
 - the full name of child and date of birth;
 - the name of medication, strength, and dosage;
 - times to be given in the setting;
 - Length of medication course;
 - the method of administration;
 - how the medication should be stored and its expiry date;
 - The signature of the parent and the date.
 - On receiving the medication, the Manager/Deputy manager will check that it is in date and prescribed specifically for the current condition.

Administration of medicines

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

- The Manager and in their absence the Deputy Manager/Third in Charge are responsible for the correct administration of medication to children. The Manager and in their absence the Deputy Manager / Third in Charge are also responsible for administering all medication.
- The administration of medicine is recorded accurately on the child's medication consent and administration form each time it is given and is signed by the person administering the medication and a witness.
- Before administering medication, the Manager/Deputy Manager/Third in Charge and witness are to both check the name on the medicine, the dosage and the expiry date. Both members of staff remain present until the medication has been administered to the child and the child's
- Medication administration record form is signed.
- Parents receive notification through the app to acknowledge the administration of the medicine. Parents will therefore be aware of how many doses the child has had and when the last dose was administered.
- If the administration of prescribed medication requires medical knowledge, we obtain



individual training by a health professional which in most cases is arranged by the parent. This information will be recorded on the child's *first aid/medicine plan*.

- No child may self-administer medication. Where children are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key person what they need. However, this does not replace staff vigilance in knowing and responding when a child requires medication.

Storage of medicines

- All medication is stored in the original container and clearly labelled with the child's name, date, and dosage (pharmacy label). The medication is stored safely in the first aid cupboard or refrigerated as required. Where the refrigerator is not used solely for storing medicines, they will be kept in a marked, sealed container. Measures are taken to make the kitchen restricted to children and the kitchen door kept closed.
- The Room Leaders are responsible for ensuring that the medicine is given back to the parents/carers at the end of the day.
- For some conditions, medication may be kept in the setting to be administered on a regular basis. The Manager will check that any medication held in the setting is in date and return any out-of-date medication back to the parent.

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

- We complete a child's *first aid/medicine plan* for each child with a long-term medical condition that requires on-going medication i.e. inhalers. This is the responsibility of the Manager alongside the key person. Other medical or social care personnel may need to be involved as required and dependent on the condition.
- Parents will contribute to the child's *first aid/medical plan*. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions staff will need to have training in a basic understanding of the condition, as well as how the medication is to be administered correctly.
- The training needs will be discussed with the parents and provided by qualified health professionals (please see **Managing children who are Sick, Infectious, or with Allergies Policy**).
- The child's first aid/medicine plan includes arrangements for taking medicines on outings and advice is sought from the child's GP if necessary, where there are concerns.
- The first aid/medicine plan should include the measures to be taken in an emergency.
- We review the first aid/medicine plan alongside the parents every six months or more frequently if necessary. This includes reviewing the medication, e.g., changes to the medication or the dosage, any side effects noted etc.
- Parents receive a copy of the first aid/medicine plan and each contributor, including the parent, signs it.

Managing medicines on trips and outings

- Arrangements will be made for taking any necessary medicines on trips. Staff supervising the trip will be informed of the child's needs and/or medication including any emergency procedures.



- Medication for a child is taken in a sealed plastic bag clearly labelled with the child's name and the name of the medication. Inside the bag is a copy of the *child medication consent & administration form* to record. Where the Manager or Deputy Manager has not attended the trip, a pre-nominated person will be responsible for administering the medication alongside a nominated witness.
- If a child on medication has to be taken to hospital, the child's medication is taken in a sealed plastic bag clearly labelled with the child's name and the name of the medication. Inside the bag is a copy of the consent form signed by the parent.
- An outing planner form will need to include the care and arrangements required for each child taking medication or who has a first aid/medicine plan. This will include the nominated person responsible for administering the medication.



Acorn to Oak Nursery and Preschool **Menopause Policy**

Introduction

Menopause is the time during a woman's life when menstruation permanently and naturally stops. It is defined as occurring when the individual has experienced no periods for 12 consecutive months. However, changing hormone levels can cause issues months or even years before the menopause. This is known as the perimenopause.

Also referred to as "the change of life", the menopause and perimenopause can cause a chain reaction of physical and psychological side effects to a woman's body. As a company, we have a duty to ensure the health, safety and welfare of all of our employees under the Health and Safety at Work, etc Act 1974. In addition, the Equality Act 2010 outlines that individuals must not be discriminated against due to any form of disability and we recognise that the symptoms of the menopause may constitute a disability. We are committed to ensuring appropriate support and assistance is provided to any employee who is going through the menopause.

The purpose of this policy is to assist with creating an open and honest workplace where line managers and employees can discuss any issues associated with the menopause, and to ensure the necessary support is known and offered to employees when needed.

It is important to note that while we predominantly talk about women in relation to the menopause here, we also recognise and appreciate that the menopause can impact trans and non-binary people who don't identify as women in the same manner.

Menopause can be experienced by trans masculine presenting individuals, and non-binary identified people may retain female anatomical features at this stage of their lives. They require the same support, flexibility and dignity in the workplace as others with similar symptoms.

Employee responsibilities

Reporting any issues

It is important that, as an employee, you prioritise your personal health and wellbeing. If you are struggling with any aspect of your role as a result of symptoms associated with the menopause, you should report any concerns you may have to your manager, who will treat the matter with complete confidence.

Physical symptoms of the menopause can vary but can include the following:

- hot flushes
- insomnia
- fatigue
- poor concentration
- headaches



- skin irritation
- urinary problems.

As a result of the above, or as an extension of the hormone imbalance, individuals going through the menopause can also experience psychological difficulties, including:

- depression
- anxiety
- panic attacks
- mood swings
- irritability
- problems with memory and concentration, ie “brain fog”
- loss of confidence.

In order to ensure we can provide you with the best support possible we encourage you to be open and honest in these conversations.

Supporting colleagues

There is an expectation on all employees to conduct themselves in a helpful and open-minded manner towards colleagues.

We maintain a zero-tolerance approach to bullying and harassment and will treat any and all complaints seriously. If you feel that you have been mistreated in any way by a colleague because of matters related to the menopause, please make your concerns known to [Insert name or job title].

Employer responsibilities

Approachability

When responding to an employee experiencing difficulties caused by menopause, line managers will maintain an open-door policy so that employees feel comfortable in approaching them. They will support you to talk openly about your current situation and will not make presumptions about how it is affecting you.

Discussion

During any discussions, your line manager will consider your individual situation and evaluate if any adjustments can be made. Your individual needs will be addressed sensitively and confidentiality will be maintained.

Line managers will also arrange follow up sessions in order to evaluate the effectiveness of any adjustments put in place.



We understand that you may feel uncomfortable discussing personal information with your line manager. If this is the case you are encouraged to discuss your situation with another senior member of staff, HR or *[Insert details of a point of contact in place within the Company for this situation, eg occupational health and/or an Employee Assistance Programme, if applicable]*.

Workplace adjustments

In order to assist you in your daily duties, we will explore making adjustments to your role or working environment with the aim of reducing the effect that the menopause is having on you. We acknowledge that the menopause affects each individual in different ways so no adjustment will be made without fully discussing it with you first.

Examples of adjustments include:

- changing the location of the employee so they are closer to toilet facilities or away from hot and cold spots around the office
- implementing further temperature control, such as access to a fan
- assessing how work is allocated and whether the employee is affected at particular points of the day
- allowing additional rest breaks
- considering flexible working hours or allowing the employee to work from home
- making allowances for additional needs for sickness absence.

Once the adjustments are agreed, they will be reviewed on an ongoing basis to ensure they are having the required effect.

The Company is legally obliged by the Equality Act 2010 to make reasonable adjustments to an employee's role or working conditions if they have a disability that places them at a disadvantage when performing their role and we will ensure compliance with our obligations in this regard.



Acorn to Oak Nursery and Preschool

MISSING CHILD POLICY

Policy Statement

Children's safety is our highest priority, both on and off the premises. Every attempt is made to ensure that the security of the children is always maintained. In the unlikely event of a child going missing, our missing child procedure is followed.

Procedures – Child going missing on the premises

As soon as it is noticed that a child is missing the member of staff will alert the Manager/Deputy Manager immediately. They will be checking the register and then alert all staff in the building to put them on alert.

All room leaders will then check all registers to ensure that no other child has gone missing.

All doors and gates will be checked to see if there has been a breach of security where a child could have wandered out. If it is clear a breach of security has taken place the police will be notified that a child is missing, and the parents will be contacted at this stage.

If there has been no obvious breach of perimeter security the premises will then be quickly searched by Manager/Deputy including office, kitchen, and bathrooms and two members of staff will thoroughly search the garden; looking under objects, behind trees and shed etc.

At this stage the police will be notified that a child is missing, and parents will be contacted.

Two members of staff will carry out a wider search outside of the nursery in the nearby streets and asking passersby and neighbors if they have seen a child.

The Manager/Deputy will talk to staff to find out where and when the child was last seen and will record this information in the incident book.

The Manager/Deputy Manager will contact the owners and report the incident if they are not already on site. The owners will come to the setting immediately to carry out a full investigation and to liaise with the Management team and Police where appropriate.

At an appropriate time and within a reasonable amount of time Ofsted would be notified of the incident and the outcome as appropriate.

- We will take every measure possible to prevent any situation where a child could go missing by making sure that gates are always shut, and that appropriate signage is always in place to remind all users of this importance.



- The front door has a Chubb lock and safety chain and is visible from the office and registers are used to monitor the children in and out of the building and whilst in the garden children are monitored via a regular headcount.

Procedures – Child going missing on an Outing

Outdoor Venue

I.e., Local Shops, playground etc.

As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated practitioner and carry out a headcount to ensure that no other child has gone astray. The children and staff will then wait in a secure place.

One member of staff is to check the immediate vicinity, but will not search beyond that at this stage.

The Manager/Deputy is contacted immediately (if not on the outing) and the incident is recorded at the Nursery with basic details given.

The Manager/Deputy will contact the police and reports that the child as missing.

The Manager/Deputy contacts the parents, who make their way to the outing location.

Staff will take the remaining children back to the setting.

Whilst the Manager is contacting the police, parents and staff take the children back to the setting, one member of staff will continue to search the local vicinity.

Indoor/Restricted Venue

In an indoor or restricted venue, the staff will contact the venues security if available who will handle the search and implement their lost child procedures as required. They will contact the Police directly as appropriate or if the child is not found. Staff will always ask the venue security for all exits to be closed immediately once it is apparent a child is missing.

The Manager/Deputy is contacted immediately (if they are not on the outing) and the incident is recorded at the Nursery with basic details given.

The Manager/Deputy will contact the parents, who make their way to the outing venue.



Acorn to Oak Nursery and Preschool

Nappy Changing and Toilet Training Policy

We accept babies and children in nappies. At Acorn to Oak Nursery and Preschool, we provide the following:

- nappies 3 months - 3 years
- Sudocream
- baby wipes

If your child is sensitive to the standard ones that we provide, please provide your selected choice of nappies, cream, or wipes which will be placed in a named box.

We have changing mats, which will be wiped over with disinfectant between each use. Used/soiled nappies are disposed of in nappy sacks and then in lidded bins. These are emptied several times daily and placed in the clinical waste bin collected regularly by an outside company.

All staff can use plastic gloves and aprons at their discretion when changing children's nappies to reduce the risk of spreading any infections. If your child is allergic to these please let us know.

We are happy to take a child in cloth nappies. Please discuss the type of nappy system t you use with us, and we will work with you to develop a programme for your child.

Children's nappies are regularly checked and changed if required, and immediately if soiled.

We believe that changing a nappy should provide lots of opportunities to communicate with your child and as their understanding grows provide time to discuss basic hygiene issues, preparing them for potty training.

When your child starts to show signs that they are becoming aware of their bodily functions we will discuss your plans for potty/toilet training with you and your child. We aim for children to be potty/toilet trained before entering Forestry School at three. If your child is still in nappies/pull-ups on entering Forestry School, you will be required to supply your own or extra clothing to support your child throughout the toilet training.

Please do not be concerned if your child shows no signs of being ready yet. It is essential that we work together to potty train your child and pick a suitable time to do it when we can both dedicate time. If we start the training and your child is not ready, then we can stop and start again when they are. Some children take to potty training overnight; for some, it is a longer process. The most important thing is that we work together to give your child the support and reassurance they need during this period. We will give you daily feedback on how we are progressing with the training.

In order to help your child, become independent in going to the toilet we provide the following equipment:

- potties
- toilet trainer seat
- steps for the toilet and the wash basin
- potty training colouring sheets
- books on potty training



Please let us know if you wish to discuss your child's potty training.

If you have any concerns regarding your child's nappy changing or toileting, please do not hesitate to contact us.



Acorn to Oak Nursery and Preschool

NAPPY CHANGING POLICY

Staff ensure that the procedure below is adhered to and put into practice during every nappy change. Only staff who have been DBS checked will be allowed to change nappies. The nappy changing procedure is discussed during all staff inductions and a demonstration is required to take place with the manager completing the induction, until this demonstration takes place staff will not be able to change a child's nappy. Students and volunteers will not be allowed to change nappies, even those that are DBS checked.

- Hands must be washed before and after each nappy change.
- Staff to ensure the nappy area is safe, secure, clean, and ready to use.
- **Staff must always wear protective clothing** whilst changing a child (apron and gloves).
- Staff must ensure all equipment needed (nappy, wipes, clothes etc.) is no further than comfortable hands reach away.
- Staff must **never** step away or turn their back on a child that is on the changing unit. Staff must ensure that they always remain in front of the changing unit, ensuring the child is safe and at no risk of falling.
- Sterilised water and cotton wool is to be used on children that are sore. Nappy cream is to be put on if parents/carers have signed to give their consent. Each child should have their own nappy cream and this should be clearly labelled and kept in their basket. When applying cream, a spatula should be used, these should be disposed of in the nappy bin after use.
- After each child staff **must** ensure that the changing unit is wiped clean after each nappy change using the disinfectant spray
The change mat will then be wiped clean using blue couch roll.
- All used aprons and gloves, wet / dirty nappies and used wipes and blue roll are to be put into the nappy bin.
- Staff are to hold conversations with each child at the appropriate level of the child.
- While changing nappies staff are to be observant and recognise bruising, marks etc. Staff are then to speak to the manager/deputy manager if they are concerned. The **Child Protection Policy: Safeguarding children** will be followed.
- Staff must ensure all individual children's equipment is to be returned to their own baskets/bags.
- Staff are to ensure that equipment is full and the area is always clean and tidy. Changing mats are plastic and should be checked frequently for cracks and tears, if found they should be discarded and replaced.



Acorn to Oak Nursery and Preschool

NUT FREE POLICY

Overview

We take the responsibility for the health and wellbeing of children and staff very seriously. We aim to protect any children in our care and staff who may have allergies to nuts.

Procedure

To prevent allergies arising and to protect children and staff who may suffer with these allergies there is to be no food containing nuts on the Nursery premises.

This means that any food with 'nuts' or 'peanuts' listed in the ingredients, will not be allowed in the nursery.

Every effort will be made to make sure food containing traces of nuts are kept to a minimum.

Any parents or carers wishing to provide food for their child's birthday celebrations or other cultural festivals must ensure that the food they provide does not contain nuts.

Staff must ensure that no nut containing products are eaten on the nursery premises at any time.



Acorn to Oak Nursery and Preschool

OUTBREAK CONTROL POLICY

A disease outbreak is the occurrence of cases of disease more than what would normally be expected in a defined community, geographical area, or season.

Occasionally one case of an infection with important public health implications (notifiable diseases) may be considered an outbreak e.g., cases of polio or diphtheria. A list of notifiable diseases is displayed on the parent's notice board as part of the excludable diseases and current exclusion times.

The objectives of the procedure are to ensure:

- 1) Prompt action;
- 2) Determine the cause of the outbreak;
- 3) Prevent further spread;
- 4) Prevent recurrence;
- 5) All necessary agencies are promptly informed of possible outbreak

In the event of an outbreak:

- 1) The manager or deputy should inform the Health Protection team if an outbreak / notifiable disease is suspected. Contact Health Protection Duty Room on 0300 555 0119.
- 2) Provide the Health Protection team of numbers of children absent with suspected outbreak / Notifiable disease.
- 3) Inform Health Protection team of daily absences until outbreak is over.
- 4) Liaise with Ofsted, Early Year's advisory services, staff, parents, and any other agencies as necessary during the outbreak.
- 5) Arrange as necessary further cleaning schedules to cover the outbreak.
- 6) Review extra requirements such as adequate staffing levels and ensure adequate facilities are available to launder soiled linen and dispose of extra waste.



Practitioners will be expected to:

- 7) Inform the manager or deputy if they notice an increase in specific communicable diseases in relation to the nursery so they can report this to the Health Protection Team.
- 8) Staff should be familiar with the nurseries **Managing Children who are sick, Infectious or with Allergies Policy**.
- 9) Liaise with the manager and deputy so that information and advice can be provided to parents.

A member of the health protection team will assess the extent of the outbreak / notifiable disease and ensure that steps are taken to control it and ascertain the source. They will also liaise with the nursery owners, manager and deputy as appropriate.

For further information please visit Health protection in schools and other childcare facilities

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

Please also refer to our **Managing Children who are Sick, Infectious, or with Allergies Policy** for further information.



Acorn to oak Nursery and Preschool

POTTY/TOILET TRAINING PROCEDURE

Potty/Toilet training is a very important milestone for each child. The child requires reassurance and guidance at every step to make sure that they are fully supported and encouraged during this stage of their development. It is equally important that we ensure effective partnership and communication with parents in order to give the child continuity between their home and nursery. All children and parents have different needs and requirements when it comes to potty/toilet training so flexibility and responding to the child's individual needs is essential.

We work in line with The EYFS which helps us track the child's development. With regards to physical development, we know that at the stage of learning children start to:

- *Clearly communicates wet or soiled nappy or pants. (16-26 mths)*
- *Shows some awareness of bladder and bowel urges. (16-26mths)*
- *Shows awareness of what a potty or toilet is used for. (16-26mths)*
- *Beginning to be independent in self-care, but still often needs adult support. (22-36 mths)*
- *Gains more bowel and bladder control and can attend to (30-50mths)*
- *Toileting needs most of the time themselves (30-50mths)*

Procedure

- The Child's key person will be aware the child's stage of development in regards to Physical Development (Please see above)
- Parents' wishes will always be considered at every stage and this must be communicated to every member of staff working within the room.
- Children are taken to the bathroom every 30 minutes and encouraged to use the toilet/ potty.
- Children are frequently asked if they would like to go to the bathroom to use the potty/toilet.
- All children at the potty/toilet training stage will be accompanied to the bathroom and supervised and supported whilst in there.
- Reassurance and praise should be given at every step, with the use of sticker charts.
- Potties require immediate emptying and cleaned with D10 ready for the next child to access.
- Children should then be advised and supported to wash their hands with soap and water and dried thoroughly.
- All visits to the potty will be recorded in a diary and during handover parents will be informed of their child's progress on that day.
- If any child is struggling with our potty-training techniques, then this will be discussed with the child's parents. We will work together to discuss new strategies and techniques which we can use or the parent would like us to use, which may suit the needs to the child better.

We would ask that parents provide ample changes of underwear, trousers, and socks during this period.



Acorn to Oak Nursery and Preschool

Prevent Duty

What is expected under Prevent Duty?

In 2015, as part of the Counter-Terrorism and Security Act, Prevent duty was made the law. Under Section 26 of the act, it placed a duty of care on some public bodies including all schools and childcare providers to demonstrate that they are making sure children are not being drawn into terrorism.

Teachers and childcare providers are subject to Prevent duty and are expected to be:

- assessing the risk of children being drawn into terrorism.
- demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies.
- ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board.
- make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism.
- expected to ensure children are safe from terrorist and extremist material when accessing the internet.

At what age does Prevent Duty apply?

Prevent Duty can apply from Early Years Foundation Stage (EYFS), under the evidence that children are at their most susceptible to cognitive development in these Early Years. Therefore, they are at risk of early imprinting of dangerous notions but equally, fully open to instilling in them the core British values that it is hoped will prevent later radicalisation.

Prevent Duty in EYFS is weaved in through their Framework aims of Personal, Social & Educational Development (PSED) and Understanding the World (UW), the hope is to begin teaching children early about the virtues of moral and immoral, acceptable and unacceptable behaviour In order to provide them with a better viewpoint by which to view the world before they can begin to be unduly affected by outside impetus.

It is important to note that Prevent Duty in EYFS is not in place because the government is predicting a wave of radicalised Early Years children but it is more examining the roots of such radicalisation and how to prevent it instead of having to combat it.

What are some signs to look for in children?

While they are not necessarily signs of radicalisation, some signs to look out for, purely because if not this then they may be indicative of other issues in need of help, include:

- Behavioural changes
- Suddenly being part of an entirely new friendship group
- Isolating themselves from friends and family
- Speech appearing somewhat scripted
- Being hesitant to or unable to discuss views and opinion
- An increase in disrespect towards others
- An increase in anger
- An increase in secretiveness, particularly as concerns online activity
- Accessing online extremist material
- Using of extreme or violent language
- Creating written or artwork that has violent or extremist imagery.

What makes for strong safeguarding in schools?

The key features of outstanding safeguarding practice in schools are:

- high-quality leadership and management, that makes safeguarding a priority across all aspects of a school's work
- stringent vetting procedures in place for staff and other adults
- rigorous safeguarding policies and procedures in place, which are written in plain English, compliant with statutory requirements and updated regularly; in particular, clear and coherent child protection policies
- child protection arrangements that are accessible to everyone, so that pupils and families, as well as adults in the school, know who they can talk to if they are worried
- excellent communication systems, with up-to-date information that can be accessed and shared by those who need it
- a high priority is given to training in safeguarding, generally going beyond basic requirements, extending expertise widely and building internal capacity
- robust arrangements for site security understood and applied by all staff and pupils
- a curriculum that is flexible, relevant and engages pupils' interest; that is used to promote safeguarding, not least through teaching pupils how to stay safe, how to protect themselves from harm and how to take responsibility for their own and others' safety
- courteous and responsible behaviour by the pupils, enabling everyone to feel secure and well-protected
- well thought out and workable day-to-day arrangements to protect and promote pupils' health and safety
- rigorous monitoring of absence, with timely and appropriate follow-up, to ensure that pupils attend regularly

- risk assessment is taken seriously and used to good effect in promoting safety.

Safeguarding is everyone's responsibility. Make sure you know who the key staff are for your Prevent duty.

What are my responsibilities as a teacher or practitioner?

When looking at your own responsibilities it is important to look towards your safeguarding policies as understanding how the Prevent Duty is embedded as part of your school's wider safeguarding policies will help you to:

- Protect students from radicalising influences
- Build your students' resilience to extremist narratives
- Identify any vulnerabilities or worrying changes in behaviour
- Know what to do if you have concerns about a student

There are several things you can do to increase your students' resilience to extremist narratives, such as:

- Making sure your classroom is a safe space where students can discuss ideas and controversial issues freely and openly
- Providing skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments
- Promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs

Who can I talk to if I suspect someone is being radicalised?

If you are a member of staff in a school, you should also follow the school's normal safeguarding procedures and discuss with your Designated Safeguarding Lead.

Some Prevent priority areas will have a Prevent lead involved with local authority that can provide support. The Department of Education also has a dedicated helpline to enable staff and governors to raise concerns relating to extremism directly (020 7340 7264).

If you are neither and you have concerns about family members or friends, you can contact local police or dial 101 (the non-emergency number) and they can talk to you about your concerns and offer support and advice on what to do next.



Acorn to Oak Nursery and Preschool

Privacy Policy

With over 100 children and 35 staff currently employed, Acorn to Oak Nursery and Preschool (A2O) needs to record and process considerable amounts of personal data. This policy lays down requirements for the processing of this data, in accordance with the General Data Protection Regulations (GDPR) 2018.

The management team is acutely aware of the responsibility of ensuring that the documentation and information held on children, parents and staff is kept confidential and only used for agreed purposes. Information is only shared with outside agencies with the express permission of Parents or Staff member. The exception to this is when required by law to share information with government agencies.

A2O also stores and keeps information on all companies we do business with. Information provided by individual companies is stored securely and is not shared with other companies or parents.

This Privacy Policy provides detailed information about when and why we collect personal information, how it is used, the limited conditions under which it may be disclosed to others and how it is kept secure.

Legal basis

A2O collects and processes personal information for several reasons including: to enter and undertake contracts; to comply with legal obligations; for the employment of staff; to monitor and progress the development and well-being of children and to provide various services.

Sharing of information

It is the policy of A2O never to sell or share personal information for commercial purposes. A2O also does not share information about children, parents, or staff, either past or present, or about companies we have business connections with. Should agencies such as health or education request information, parental permission should be sought before any information is shared.

When staff leave A2O employment they will be invited to complete a permission form giving authority for the manager of A2O to complete future requests for references.

Staff training

All A2O staff will be trained and reminded of the importance of keeping personal data secure and of not sharing information without authority.

Storage of personal information

Personal information will be stored securely and access only given to those who are required to have it, for example relevant room, administration, or financial staff. The accompanying tables list the data in more detail. Data stored electronically will be suitably secured by password and/or device.

Personal data stored in printed form will be securely locked away.

Personal data should not be stored longer than required, as shown on the detailed tables. After this



time data must be securely destroyed, electronically or physically as appropriate. Hard drives and other devices that have held personal data should be securely erased before disposal.

Breach in security of information.

Any breach in the security of personal information discovered by A2O will be fully investigated by the Nursery Manager and Data Protection Officer and action taken to minimize the possibility of a reoccurrence. Depending on the severity of the breach, the ICO (Information Commissioner's Office) and/or Ofsted may need to be informed.

If information about children is breached, parents must be informed as soon as possible. Parents, staff or companies affected should be notified at the earliest opportunity.

Requests for disclosure of information

Any person has the right to request to view their personal information held by A2O, to request that inaccurate information is amended or the deletion of information that A2O has no reasonable purpose to hold.

A2O will appoint a Data Protection Officer who will be the prime contact for responding to such requests. A2O will not normally raise a charge for processing such requests.

Response to the request must be completed with 4 weeks and required changes made or reasons provided why they cannot be made. It should be noted that some information is required to be held to meet legal, educational, or other requirements. Most information about children attending A2O needs to be held for 21 years and 3 months as protection against any future legal claims. This covers the statutory period for lodging such claims.

Persons unhappy with the action taken or the ways in which A2O processes their data have the right of complaint to the Information Commissioner's Office.

Privacy Notices and changes to policy

Appropriate Privacy Notices outlining this policy will be circulated to parents, staff and company contacts and displayed on the website. Any changes made following review should be shown on the website, with other notification of any major changes as appropriate.

Parental information

Data	Staff access	Shared with	Time data kept
Name/s of parent/s or legal guardian/s	Room & admin staff	Only as agreed by parents	21 years 3 months
Home address	Room & admin staff	Only as agreed by parents	21 years 3 months
Work Address	Room & admin staff	Only as agreed by parents	21 years 3 months
Contact phone No. Home / work	Room & admin staff	Only as agreed by parents	21 years 3 months
Email address	Room & admin staff	Only as agreed by parents	21 years 3 months



Bank details if applicable	Finance officer department /and Head office	Not shared	As required by auditors
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Information collected from Parents with regard to children

Data	Staff access	Shared with	Time Data kept
Name	Admin officer Age coordinator Room staff Management team	Information is only shared with other agencies when written permission is given by parents	7 years
Date of Birth			7 years
Proof of Identity			7 years
Home address			7 years
Immunisation record			7 years
Health record			21 years 3 months

iConnect - Online learning journal

Data	Staff access	Shared with	Time Data kept
General getting to know child info	All room staff	Information is only shared with other agencies when written permission is given by parents	7 years
Food & Drink			21years 3monts
Health & Development			21years 3monts
Sleep & Toileting Physical Needs			21years 3monts

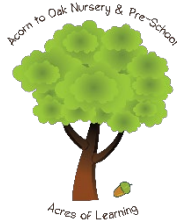
Data	Staff access	Shared with	Time data kept
Accident record	Completed by staff signed off by manager	Ofsted may request to see these records at inspection, or if an investigation requires it. HSE may request accident records to complete an investigation. Health or Educational Psychologists may request Observational records, IDMs or IC action plans.	21 years 3 months
Developmental record (IDM)	Completed by staff signed off by Edu. Con		21 years 3 months
Observational records	Completed by staff signed off by Edu. Con		21 years 3 months
Individual child action plan	Completed by staff signed off by Edu. Con or manager		21 years 3 months
Child Protection Information	Completed by staff signed off by manager		25 years

Staff information

Data	How it is kept & who it is shared with	How long will it be kept
Employment Record		7 years



Application form	Kept securely with access by manager and relevant administration staff only.	7 years
Health forms		40 years
References		7 years
Contracts		<u>7 years</u>
Bank details		3 years
Financial records /salary		3 years
Proof of identity		During employment
Next of kin		During employment
Agreement to provide future references	Gives authority to respond to future reference requests	7 years



Acorn to Oak Nursery and Preschool

RECORDING & REPORTING OF ACCIDENTS AND INCIDENTS

Overview

We follow the guidelines of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) for the reporting of all accidents and incidents.

Any incident of Child Protection matters is covered under the '**Child Protection Policy**'.

Procedure

Our staff accident book:

- Is kept in a safe and secure place (Nursery office);
- Is accessible to staff and volunteers, who all know how to complete it; and
- Is reviewed at least termly to identify any potential or actual hazards.
-

Our children's Accident & Injury and Incident forms:

- Are kept in a safe and secure place (Nursery office);
- Blank forms are accessible to staff and volunteers, who all know how to complete them; and
- All forms are reviewed at least termly to identify any potential or actual hazards.

Reporting accidents, injury, and incidents:

Ofsted will be notified as soon as possible, but at least within 14 days, of any instances which involve the following:

- Food poisoning affecting two or more children looked after on our premises;
- A serious accident or injury to, or serious illness of, a child in our care and the action we take in response.
- The death of a child in our care.

Local child protection agencies are informed of any serious accident or injury to a child, or the death of any child, while in our care and we act on any advice given by those agencies.

Any food poisoning affecting two or more children or adults on our premises will be reported to the local Environmental Health Department.

We meet our legal requirements in respect of the safety of our employees and the public by complying with RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations). We report to the Health and Safety Executive:

- Any work-related accident leading to an injury to a child or adult, for which they are taken to hospital;



- Any work-related injury to a member of staff, which results in them being unable to work for seven consecutive days;
- When a member of staff suffers from a reportable work-related disease or illness;
- Any death, of a child or adult, that occurs in connection with activities relating to our work; and
- Any dangerous occurrences. This may be an event that causes injury or fatalities or an event that does not cause an accident, but could have done; such as a gas leak.

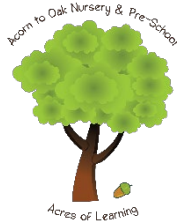
Any dangerous occurrence is recorded in our incident book (see below).

Our incident books

- We have ready access to telephone numbers for emergency services, including the local police. We also have contact numbers for the gas, electricity and water emergency services, and a carpenter and plumber.

We keep an incident book for recording major incidents, these incidents would include:

- a break in, burglary, or theft of personal or the setting's property;
 - an intruder gaining unauthorised access to the premises;
 - a fire, flood, gas leak or electrical failure;
 - an attack on member of staff or parent on the premises or nearby;
 - any racist incident involving staff or family on the setting's premises;
 - a notifiable disease or illness, or an outbreak of food poisoning affecting two or more children looked after on the premises;
 - the death of a child or adult, and
 - a terrorist attack, or threat of one.
-
- In the incident book we record the date and time of the incident, nature of the event, who was affected, what was done about it, or if it was reported to the police (if so, a crime number is provided). Any follow up, or insurance claim made, is also recorded.
 - In the unlikely event of a terrorist attack, we follow the advice of the emergency services about evacuation, medical aid and contacting children's families. Our standard **Fire Safety and Emergency Evacuation Policy** will be followed and staff will take charge of their key children. The incident is recorded when the threat is averted.
 - In the unlikely event of a child dying on the premises, for example, through cot death in the case of a baby, the emergency services are called, and the advice of these services will be followed.
 - The incident book is not for recording specific issues of concern involving a child. This is recorded in the child's own file.



Acorn to Oak Nursery and Preschool

SAFE CARING POLICY

Policy Objectives

The Main objectives of the safe caring policy are:

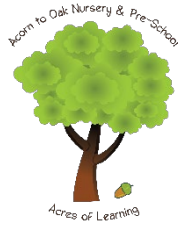
- To keep children safe from abuse.
- To keep staff, students, and volunteers safe from false allegations.
- To promote good practice by practitioners.

Staff should be aware of “practicing safe caring” at all times

- Ensure that the children use appropriate terminology when referring to practitioners.
- Do not keep secrets with a child and discourage the children from keeping secrets.
- Do not get involved with wrestling games with the children; be aware that physical contact may have a different meaning to a child.
- If a child talks to you in a concerning way or has an accident then tell another member of staff/ deputy or manager and keep a written record of the event.
- Always report accidents to parents and get them to sign the accident & injury / incident form.
- If a child comes into nursery with an injury ask the parents to fill out the accident at home form.
- If a child makes a disclosure to a member of staff regarding an allegation of abuse, please refer to our **‘Child Protection Policy’**.
- Be aware of how you ‘handle the children’ especially when lifting.
- It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible.
- Anyone who has not had a DBS check should never be alone with the children.
- Students, volunteers, and unqualified staff should never be left alone with the children.
- Make sure you call the children by their preferred name and do not use nicknames.
- Staff must always conduct themselves in a professional manner and act as role models during their working day, whilst always delivering good practice.

If you have any concerns about a child’s welfare or suspect abuse discuss this immediately with the Child Protection officer/Manager.

Please refer to our **‘Child Protection Policy’** and **‘Whistle Blowing Policy’** for further information.



Acorn to Oak Nursery and Preschool

SAFE PLACE PROCEDURE

If the nursery becomes unsafe or unsuitable for children, we will then start the process of evacuating the nursery. We have three pre-agreed locations within the Tolworth area that are designated safe places for the staff and children of Acorn to Oak.

Location 1:

Hook Pre-School
Hook Parish Hall, Hook Road
KT9 1PL
Chessington

02083975226

The Manager or deputy manager will use the mobile phone to contact location to make them aware of our arrival.

Parents/carers will be contacted as soon as possible to make them aware of the situation and our location. Parents/carers will be asked to collect children from the 'safe place' as soon as possible.

Parents will be kept informed either by email or telephone whether children can return to the nursery the following day.

Our 'safe place' locations are to be used in the event of an emergency only and are not business continuity locations.

The safe place confirmation emails and maps to these locations are attached to this policy for reference. A copy of all documents is also kept in the emergency 'bag'.



Acorn to Oak Nursery and Preschool

Safe Sleep Policy

Acorn to Oak Nursery and Preschool operates a Safe Sleep Policy that specifies “back to sleep” position. Our policy requires that the key person or manager discuss the Safe Sleep Policy with a child’s parent or guardian before admission. Parents must sign a statement that they received a copy of the policy and that the policy has been discussed with them. All key persons working in our nursery are required to receive induction training on the Safe Sleep Policy.

When introducing or sharing the policy with our parents here at Acorn to Oak Nursery and Preschool the following will be discussed:

- Ask about the baby’s sleep position at home.
- Explain the nursery “back to sleep” policy that is implemented to reduce the risk of Sudden Infant Death Syndrome (SIDS).
- Tell the parents that “back to sleep” is recommended by the Foundation of Sudden Infant Death Syndrome (FSIDS).
- Inform the parents that even though most babies are fine there is a higher risk of SIDS when an infant is placed to sleep on their stomach or sides.
- Some babies have medical conditions that require stomach sleeping. If the parent insists that their baby be placed on their stomach or side to sleep, they will provide medical evidence from the baby’s doctor that specifies the sleeping position. This medical evidence will be placed within the baby area.
- If parents have further questions about SIDS and infant sleeping positions, they will be given the phone number for the FSIDS and the national Back to Sleep campaign.

Sudden Infant Death Syndrome (SIDS) is the unexpected death of a seemingly healthy baby for whom no cause of death can be determined based on an autopsy, an investigation of the place where the baby died and a review of the baby’s medical history.

In the belief that proactive steps can be taken to lower the risk of SIDS in childcare settings and that parents and childcare professionals can work together to keep babies safer while they sleep. Acorn to Oak Nursery and Preschool follows the following practices: -

- All key persons will receive training on our Safe Sleep Policy and SIDS risk reduction.
- Babies will always be placed on their backs to sleep unless there is a signed sleep position medical waiver on file.
- FSIDS recommends that babies are placed on their backs to sleep, but when babies can easily turn over from the back to stomach, they can be allowed to adopt whatever position they prefer when the baby turns onto his/her side or stomach.



- FSIDS recommends that using a dummy at the start of any sleep period reduces the risk of cot death. If a dummy forms part of your child's sleep routine, it will always be used at sleep times. FSID recommends that the dummy should be stopped when the baby is between 6 and 12 months old. (The key person will work with parents to phase out dummies sensitively, considering children's emotional needs.)
- Visual supervision is always required. At least every 10 minutes the key person will visually check on the child; looking for the rise and fall of the chest and if the sleep position has changed. We will be especially alert to monitoring a sleeping baby during the first weeks the baby is in our care.
- Steps will be taken to keep babies from becoming too warm or overheating by regulating the room temperature, avoiding excess bedding and not overdressing or over-wrapping the baby; room temperature will be kept between 16-20 degrees.
- All babies must sleep in a cot or an approved bed/mattress. Babies may not sleep in a nesting ring, car seat, bouncy chair etc.
- Babies' heads will not be covered with blankets or bedding; babies cots will not be covered with bedding.
- Loose bedding, pillows, bumper pads etc., will not be used in cots.
- Awake babies will be given supervised "tummy time".
- Toys and stuffed animals will not be allowed in the child's cot.
- A safety-approved cot with a firm-fitting mattress and tight-fitting sheet will be used.
- No smoking is permitted on the premises and key persons who smoke will ensure that their clothes and breath do not smell of smoke when caring for babies or any other children within the nursery.
- All parents of babies cared for in this nursery will receive a written copy of our safe sleep policy before admission.



Acorn to Oak Nursery and Preschool

Safeguarding and Child Protection Policy

'Everyone who works with children – including teachers, GPs, nurses, midwives, health visitors, early years professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers – has a responsibility for keeping them safe. No single professional can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who meets them has a role to play in identifying concerns, sharing information and taking prompt action.' (*Source Reference: Working. Rachel Armour (Nursery Manager) and Alicjia Pendry (Deputy Manager)* are the named Leads responsible for Safeguarding and the Child Protection Officer (CPO), also known as the Designated Safeguarding Lead (DSL), at Acorn to Oak Nursery. It is the CPO's responsibility to ensure that all staff aware of their responsibilities and will provide training opportunities for staff to do this competently. There will be a designated member of staff for always safeguarding available whilst the nursery is open. This is so that staff can discuss concerns. In the CPO's absence the designated member of staff for safeguarding will be the Deputy Manager (**Alicjia Pendry**) and in their absence, it will be the Third in Charge (**Kenzie Frost**).

All staff are to receive regular updates on safeguarding at least annually. The designated members of staff for safeguarding will have safeguarding level 3 training every three years and their knowledge will be refreshed annually.

The CPO has a responsibility to train all staff to understand our child protection policy and ensure that all staff have an up-to-date knowledge of safeguarding issues. Training is made available to enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely and appropriate way. These may include:

- significant changes in children's behaviour;
- deterioration in children's general well-being;
- unexplained bruising, marks or signs of possible abuse or neglect;
- children's comments which give cause for concern;
- Peer on Peer abuse (sexual, emotional, physical)
- any reasons to suspect neglect or abuse outside the setting, for example in the child's home; and/or
- Inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example: inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Staff are required to discuss concerns with the CPO or designated member of staff for safeguarding



on duty. If they still have concerns, you or your manager could then also, without necessarily identifying the child in question, discuss your concerns with senior colleagues in another agency in order to develop an understanding of the child's needs and circumstances.

If, after this discussion, you still have concerns, and consider the child and their parents would benefit from further services and, therefore, consider which agency you should make a referral to. If you consider the child is or may be a child in need, you should refer the child and family to children's social care. This may include a child whom you believe is, or may be at risk of, suffering significant harm. If your concerns are about a child who is already known to children's social care, the allocated social worker should be informed of your concerns. In addition to children's social care, the police and the NSPCC have powers to intervene in these circumstances.

(Source Reference: What to do if you are worried a child is being abused, Page 13)

Signs and symptoms of abuse can be found in the 'Safeguarding Children Kingston LSCB May 2011', which is kept on the office notice board and in the Safeguarding Folder. Signs of abuse are also discussed at staff meetings. If a member of staff has any concerns about a child's welfare or that they are at risk of abuse then a log book/sheet will be used to document the concern as well as skin maps if relevant. These documents can all be found in the Safeguarding Folder.

The Nursery will follow the 'Safeguarding processes flowchart – Kingston (updated April 2017). This document is also on the office notice board and in the Safeguarding Folder.

If a parent/carer arrives to collect a child under the influence of alcohol, please follow **Flowchart 3**. Please also see our '**Drug and Alcohol Policy**'.

Do not keep things to yourself. If any member of staff working with children has any concerns about a child's welfare or suspect's abuse, they should bring their concerns to the attention of the Nursery Manager (CPO) / Deputy Manager. The Manager (CPO) / Deputy should then make the decision on whether to contact SPA.

If you have any concerns about the welfare of a child and are not sure what action should be taken the Manager/CPO can contact Single Point of Access (SPA) Service. The Nursery has a duty to report any suspicions around abuse to SPA.

The parent should be informed of this referral, although parental consent is not actually required, unless to do so would compromise the safety of the child.

Confidentiality should be always maintained and parents are to be made aware of the nursery's duty to share child protection issues with other professionals and agencies. Please see our '**Confidentially Policy**'.

It is the Managers responsibility to keep up to date with current legislation and update this policy accordingly. Managers will then pass on all new information to staff at meetings and use these times to keep all staff aware and confident in their role in safeguarding children.

Handling Disclosures



It often takes a great deal of courage for a child to talk to anyone about their abuse. Children learn to be very good at covering up the abuse and give plausible explanations for what happened. Children may have to betray a person who is close to them, who they may love or who has power over them. A child who discloses may risk a great deal by hoping that you will believe in what they say. When responding to a child that has made an allegation of abuse follow the steps below;

- Stay calm.
- Listen carefully to what is said.
- Do not promise to keep secrets – find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others.
- Allow the child to continue at his/her own pace
- Ask questions for clarification only, always, avoid asking questions that suggest a particular answer.
- Reassure the child that they have done the right thing in telling you.
- Tell them what you will do next and with whom the information will be shared.
- Record in writing what was said, as soon as possible, using the child's own words. Always include the dates, timings, who the information is to be shared with and your own signature to your notes.
- Inform the Manager/CPO as soon as possible.

(Source Reference:

Kingston LSCB Safeguarding Children, Guidance for all Childcare Providers May 2011)

Allegations/concerns against an adult in the setting (please see **Flowchart 2 & 2A** following this policy).

In the event of an allegation against a member of staff, the nursery will follow and adhere to: Kingston LSCB document: **Guidance for Managing allegations of abuse against all adults working with and looking after children in early years and childcare settings – 2011.**

An allegation is defined as any complaint or concern that might indicate that a person has:

- Harmed a child or put a child at risk
- Has displayed behaviour involving or relating to a child that might constitute a criminal offence or,
- Has behaved in a way that raises concern about the adult's suitability to work with children.

If an allegation has been made against a member of staff they will be suspended from work until there is an outcome from the investigation.

It is important that the Manager/CPO DO NOT start to investigate the allegation. Any discussions with the member of staff being accused of an allegation should be kept to a minimum until the Local Authority Designated Officer (LADO) has been informed. In the event of an allegation of sexual abuse;



do not alert the alleged perpetrator to the allegation.

The Manager/CPO will ensure the immediate safety of the child/children and any other children that may be been affected.

Ofsted will be contacted as soon as possible and will want to speak to staff, parents / carers, children and will want to see records.

The nursery will try to avoid as much disruption as possible but priority to the child's welfare comes first.

It is important that all members of staff can raise a concern if they are worried about the safety or welfare of a child in line with our **'Whistle Blowing Policy'**. All staff have a duty to disclose any concerns regarding a colleague's conduct and failure to do so may result in disciplinary action being taken.

Suitable People and Staff Responsibility and Staff Behaviour policies

Only staff, students and volunteers that have had an enhanced DBS check (completed by Acorn to Oak) and are qualified will be allowed to be in a room on their own or unsupervised with a child and 'un-vetted adults' will be made aware of this during their induction period.

Staff must disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). This is extended to anyone living in the same premises as the member of staff.

All staff are to adhere to our **'Mobile Phone, Camera, Internet and Social Media Policy'**. All staff are to adhere to our **'Drugs and Alcohol Policy'**. All staff are to adhere to our **'Staff Code of Conduct Policy'**

Providing Support to Children, their Families and Staff

The Nursery (CPO) will provide information and further contacts for support and advice during and after the difficult processes of investigations.

Bruising in Pre-Mobile Babies and Non-Mobile Children with Disabilities

Bruising is the most common presenting feature in physical abuse in children.

A non-independently mobile or pre-mobile infant is a baby who is not yet crawling, bottom shuffling, pulling to stand, cruising or walking independently. This includes all babies under 6 months.

Bruising in any pre-mobile infant or non-mobile child with disabilities will prompt an immediate referral to Children's Services via SPA in Kingston, who will arrange an urgent medical assessment by



a senior pediatrician. Acorn to oak have a duty to contact SPA even if a plausible explanation is given for the bruising. This follows advice from Kingston & Richmond LSCB. For more information, please refer to Kingston and Richmond LSCB – Bruising in pre mobile babies and non-mobile children with disabilities. A protocol for assessment, management, and referral by professional, located in our Safeguarding Folder.

Prevent Duty

As Early Years providers we focus on children's personal, social, and emotional development. The Early Years Framework support providers to do this in an age-appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's view, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes. We have clear duties to keep children safe and to promote their welfare. This includes protecting children against radicalisation and extremism. For more information, please refer to the Prevent Duty Booklet, located in our Safeguarding folder.

Female Genital Mutilation (FGM)

Female genital mutilation (FGM) is a form of child abuse and is illegal. It is also known as female circumcision or cutting and describes a range of procedures, often involving partial or total excision of the external female genitalia that are carried out for non-medical reasons. Religious, social, or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It is dangerous and a criminal offence. If FGM is suspected or if a disclosure is made to a member of staff by a child, parent, or carer then SPA will be contacted by the nursery CPO. For more information, please refer to the FGM document, located in our Safeguarding folder.

Breast Ironing

Breast ironing, also known as breast flattening, is a form of child abuse and is illegal. Breast Ironing is the pounding and massaging of a pubescent girl's breast using hard or heated objects, to try to make them stop developing or disappear. It is typically carried out by the girl's family who will say they are trying to protect the girl from sexual harassment, rape or to prevent early pregnancy or to allow the girl to pursue education rather than be forced into early marriage. If breast ironing is suspected or if a disclosure is made to a member of staff by a child, parent, or carer then SPA will be contacted by the nursery CPO.

Internet access

Children do not have any independent access to a PC, Laptop, tablet, or any other device. Any activities which are ICT based will be adult led. If Internet access is required, the adult leading the activity will vet the online material first to ensure that it is safe, suitable and age appropriate for the children. Only devices which have been checked by the owners are allowed to be used in the setting.



The setting understands their responsibilities under the Safeguarding Vulnerable Groups Act 2006, which includes a duty to make a referral to the Disclosure and Barring Service where a member of staff is dismissed because they have harmed a child or put a child at risk of harm.

Useful contact telephone numbers:

Single point of access (SPA) acts as a central information hub. The SPA streamlines and rationalises any contact we receive, whether it is from a member of the public or a professional, relating to child protection or safeguarding. **SPA will also be able to provide a professional conversation with any member of staff when required.**

Single Point of Access Tel: 020 8547 5008 Email: SPA@rbk.kingston.gov.uk

Out of hours please contact the Emergency Duty Team on 020 8770 5000.

Kingston Local Safeguarding Children Board (LSCB) Tel: 0208 831 6323

Email: lscb-support@achievingforchildren.org.uk

Kingston Police Station – Dial 101

Source reference material used in this policy and useful links:

Kingston Local Safeguarding Children's Board

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

Safeguarding and Child Protection A guide for early years and childcare providers in Kingston and Richmond

[https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/guidance-policies-and-procedures/What to do if you are worried a child is being abused: advice for practitioners](https://kingstonandrichmondsafeguardingchildrenpartnership.org.uk/guidance-policies-and-procedures/What-to-do-if-you-are-worried-a-child-is-being-abused-advice-for-practitioners)

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Working Together to Safeguard Children March 2015

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Statutory framework for the early year's foundation stage (from April 2017)

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2#:~:text=The%20EYFS%20framework%3A,they%20need%20to%20start%20school>

Prevent Duty June 2015

<https://www.gov.uk/government/publications/prevent-duty-guidance/prevent-duty-guidance-for-england-and-wales-accessible>

FGM



[Female Genital Mutilation - Prevent & Protect | NSPCC](#)

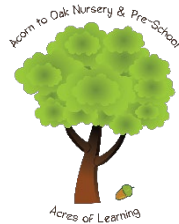
[Female genital mutilation - GOV.UK \(www.gov.uk\)](#)

Kingston LSCB Resources for parents, carers and professionals to support online safety and gaming: what to do if you are worried

[Online safety and digital wellbeing - Kingston and Richmond Safeguarding Children Partnership](#)

Safeguarding Allegation Reporting Flow Chart





Acorn to Oak Nursery and Preschool

SAFER RECRUITMENT & EMPLOYMENT POLICY

Requirement

It is a requirement that all Early Years Foundation Stage Statutory Framework will be met and implemented as required in relation to safer recruitment (3.9 to 3.13). At Acorn to Oak, we are vigilant in our recruiting procedures aiming to ensure all people working with children are qualified and suitable to do so. We will not recruit any person who has been disqualified from working with children as set out in the Childcare Act 2006.

Advertising

We use reputable websites, childcare specific recruitment companies to advertise for any vacancies.

Application pack

All candidates will receive an application pack containing: a covering letter, application form, personal specification, and job description.

It will be expected that all applicants be assessed and vetted using the following checks as a minimum:

<ul style="list-style-type: none">• DBS check	<ul style="list-style-type: none">• Full qualifications check
<ul style="list-style-type: none">• Full employment references	<ul style="list-style-type: none">• Medical suitability
<ul style="list-style-type: none">• Full employment history	<ul style="list-style-type: none">• Formal interview assessment
<ul style="list-style-type: none">• Further additional checks as required	<ul style="list-style-type: none">• Practical 'onsite' assessment

Interview stage

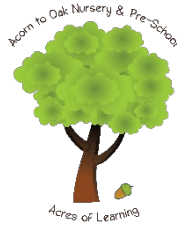
We shortlist all applications against the person specification and ensure all candidates receive correspondence regardless of whether they are successful in reaching the interview stage or not.

The manager and owner will conduct interviews jointly and will both be involved in the overall decision-making. A record of each interview will be made.

All candidates reaching the interview stage will be questioned using the same set of criteria and questions. These are based around specific areas of childcare such as: safeguarding children, behaviour management, planning suitable activities and legal frameworks used in the nursery.

Candidates will be given a score for their answers and the manager and owner will then decide the most suitable people for this position based on these scores and their understanding of the early year's framework as well as the needs of the nursery.

The most suitable candidates for the position will then be requested to come into the setting for a supervised visit and will be assessed on their communication skills and interactions with children and staff.



Each candidate will then receive formal verbal and then written communication from the nursery stating whether they have been successful or not.

Verification

The successful candidate will be offered the position subject to at least two references from previous employers or in the case of students their tutor and a personal or professional reference. These references will be taken up before employment commences where possible. In situations where an educational institution (such as Kingston College) states that they've already obtained satisfactory references, this will be honoured.

Starting work

All new staff will be subject to a DBS check (Disclosure and Barring Service) and they will not have **unsupervised** access to any child until this comes back as clear. All qualifications will be checked and copies taken for their personal file.

Upon employment, the new member of staff will begin an induction process during which time they will read and discuss the nursery's policies and procedures. The induction process includes reviews at the end of the first week and first month then a further review at three months. Further to induction the Nursery Manager will book training for new staff for core skills such as Safeguarding children, First Aid and Food Hygiene.

During the induction process a mentor is given to the new member of staff who will introduce them to the way in which the nursery operates and help them to settle in comfortably.

Ongoing support, checks & training

All staff are responsible for notifying the manager in person should any circumstances arise, that may affect their suitability to work with children, staff are required to complete a health and a suitable persons/criminal check form on annual basis. This will include any health concerns or incidents occurring outside the nursery. Staff will face disciplinary action should they fail to notify the manager in a reasonable time scale.

All members of staff will update their health screening forms on an annual basis to ensure management have a good knowledge of any changes in their suitability to care for children.

All staff will receive an appraisal once per year as well as monthly 1:1 supervision/training meetings to discuss short term performance and training needs. These will be conducted by the manager.

The nursery operates an open-door policy and staff can discuss any concerns they may have about their own practice, setting or the ability/suitability of other colleagues.

We are keen to promote a continual learning and development approach and as such every member of staff will be proactively supported in attending numerous training courses (both external and those provided by RBK EYAT). Time away from the setting will be provided to this end so ongoing skills can be gained and brought back to the setting.



Acorn to Oak Nursery and Preschool

SCHOOL TRANSITION POLICY

We endeavour to ensure a smooth transition for children and their families between pre-school and/or nursery and the reception class. Children and parents/carers need to feel secure and confident ahead of the transition of starting school and the significant changes as they progress through their school life. We implement a range of strategies and activities to ensure a smooth and happy transition for both children and their parents/carers.

Aims

- To provide a smooth transfer from home or pre-school to nursery and/or from pre-school or nursery to reception for both young children and their parents/carers.
- To ensure that the children's emotional well-being is a priority
- To ensure good communication between staff, parents, and children
- To raise parents' awareness of school routines and how to support their child at school. We are introducing the 'getting ready for school parents information evening' This will take place in the summer term.

For children and families moving onto Primary School Education:

We will display notices around the nursery informing parents/carers of deadline details for applications and choice confirmation.

There are websites available to parents/carers to question, comment and initiate forums and create local community events such as <http://eyfs.info/home>. The local children centres, also have a library of information and guidance from professional who will support families through transitions.

The term 'school readiness' is not defined by any government guidance or legislation and is open to individual settings interpretation. The areas that we focus on in preparation for the children starting school are:

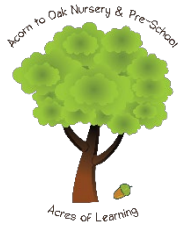
- Ability to dress themselves and undress themselves independently
- Recognise their name in written form and form the letters recognisably
- Identify key events in the daily routine such as lunch time and home time
- Able to take turns and share resources with other children
- Able to communicate their experiences and preferences to adults and other children clearly and confidently
- Communicate their need for the toilet, drink and rest when needed.

- Ability to go to the toilet and wash their hands, completely independently.

Parents/carers of the child moving onto primary school will be asked to share the name and area of the school they will be attending with the Preschool Room Leader, for communications between the two educational settings to commence. This is carried out confidentially and an emphasis is placed on providing the school with as much information about the child as possible for their teachers to gain a greater insight to the child's developmental achievements and personality.

Some schools may wish to organise a visit to the nursery to meet the child in their natural environment and have a more detailed discussion with their key person. Parents/carers will be informed of the dates and times if such visits were to occur and if there had been any communications via e-mail or telephone prior to the child starting school.

Parents/carers are invited to speak to their child's key person, if they require any further information or if they have any questions or concerns regarding their child's transition and 'school readiness'.



Acorn to Oak Nursery and Preschool

SETTLING IN & KEY PERSON POLICY

The 'Settling-In' period is intended to bridge the gap between home and nursery.

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

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

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

The procedures set out a model for developing a key person approach that promotes effective and positive relationships for children who are in settings.

Settling In

The settling in period is to help the child settle into the nursery and build a relationship with their key person. The length of the settling in period will vary depending on the individual child and family. The child's Parent/Carer is welcome to spend as much time at the nursery as is needed to settle the child in. When and how often the settling in sessions occur will be agreed between the parents and the nursery manager.

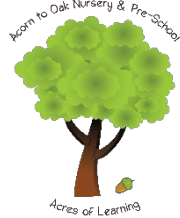
Before a child starts to attend the setting, we use a variety of ways to provide parents with information. These include written information, displays about activities available within the setting, 'show round information'.

Once all paperwork has been completed and sent back to the nursery, we require 2 working days to add your child to the system we will then allocate the settling sessions for your child/ren.

Settling in sessions can only commence once all the relevant paperwork has been completed for the child, such as the Enrolment form, Child consent form, Allergy form, the terms and conditions signed and New Starter Forms

We allocate a key person to each child before the child starts to attend; the key person welcomes and looks after the child *and* parents at the child's first session and then during the settling-in process.

When a child starts to attend, we explain the process of settling-in with his/her parents and jointly decide on the best way to help the child to settle into the setting.



Younger children may take longer to settle in, as will children who have not previously spent time away from home. If during a settling in session, the child becomes distressed, the parents will be contacted to return to the nursery to collect their child. Extra settle sessions may be granted.

We judge a child to be settled when they have formed a relationship with their key person; for example, the child looks for the key person when they arrive, goes to them for comfort, and seems pleased to be with them. The child is also familiar with where things are and is pleased to see other children and participate in activities.

When parents leave, we ask them to say goodbye to their child and explain that they will be coming back, and when.

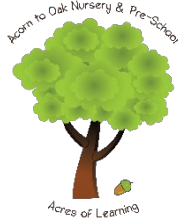
We do not believe that leaving a child to cry will help them to settle any quicker. We believe that a child's distress will prevent them from learning and gaining the best from the setting.

- We reserve the right not to accept a child into the setting without a parent or carer if the child finds it distressing to be left. This is especially the case with very young children.

Key Person

The key person role is set out in the Safeguarding and Welfare Requirements of the Early Years Foundation Stage. Each setting must assign a key person for each child.

- We allocate a key person before the child starts. However, if a child bonds particularly with another member of staff in the room, we will change key person if it benefits the child.
- The Room Leader will contact the parents ahead of the settling session to introduce themselves and answer any questions you may have.
- The key person acts as the key contact for the parents and has links with other carers involved with the child, such as a childminder, and co-ordinates the sharing of appropriate information about the child's development with those carers.
- The key person is responsible for the child's learning journey & developmental records and for sharing information on a regular basis with the child's parents to keep those records up-to-date, reflecting the full picture of the child in our setting and at home.
- The key person encourages positive relationships between children in her/his key base room.
- We promote the role of the key person as the child's primary carer in our setting, and as the basis for establishing relationships with other staff and children.



Acorn to Oak Nursery and Preschool

Sexual Harassment Policy

The Policy Statement

Acorn to Oak Nursery and Preschool is committed to providing a safe environment for all its employees free from discrimination on any ground and from harassment at work including sexual harassment. Acorn to Oak Nursery and Preschool will operate a zero-tolerance policy for any form of sexual harassment in the workplace, treat all incidents seriously and promptly investigate all allegations of sexual harassment. Any person found to have sexually harassed another will face disciplinary action, up to and including dismissal from employment.

All complaints of sexual harassment will be taken seriously and treated with respect and in confidence. No one will be victimised for making such a complaint.

Definition of sexual harassment

Sexual harassment is unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/or intimidated. It includes situations where a person is asked to engage in sexual activity as a condition of that person's employment, as well as situations which create an environment which is hostile, intimidating or humiliating for the recipient.

Sexual harassment can involve one or more incidents and actions constituting harassment may be physical, verbal, and non-verbal. Examples of conduct or behaviour which constitute sexual harassment include, but are not limited to:

Physical conduct

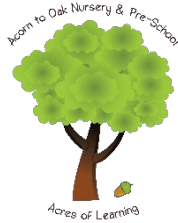
- Unwelcome physical contact including patting, pinching, stroking, kissing, hugging, fondling, or inappropriate touching
- Physical violence, including sexual assault
- Physical contact, e.g., touching, pinching
- The use of job-related threats or rewards to solicit sexual favours

Verbal conduct

- Comments on a worker's appearance, age, private life, etc.
- Sexual comments, stories, and jokes
- Sexual advances
- Repeated and unwanted social invitations for dates or physical intimacy
- Insults based on the sex of the worker
- Condescending or paternalistic remarks
- Sending sexually explicit messages (by phone or by email)

Non-verbal conduct

- Display of sexually explicit or suggestive material
- Sexually suggestive gestures
- Whistling
- Leering



Anyone can be a victim of sexual harassment, regardless of their sex and of the sex of the harasser. Acorn to Oak Nursery and Preschool recognises that sexual harassment may also occur between people of the same sex. What matters is that the sexual conduct is unwanted and unwelcome by the person against whom the conduct is directed.

Acorn to Oak Nursery and Preschool recognises that sexual harassment is a manifestation of power relationships and often occurs within unequal relationships in the workplace, for example between manager or supervisor and employee.

Anyone, including employees of Acorn to Oak Nursery and Preschool, clients, customers, casual workers, contractors, or visitors who sexually harasses another will be reprimanded in accordance with this internal policy.

All sexual harassment is prohibited whether it takes place within Acorn to Oak Nursery and Preschool's premises or outside, including at social events, business trips, training sessions or conferences sponsored by Acorn to Oak Nursery and Preschool.

Complaints procedures

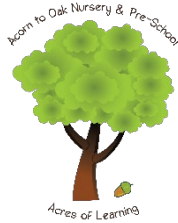
Anyone who is subject to sexual harassment should, if possible, inform the alleged harasser that the conduct is unwanted and unwelcome. Acorn to Oak Nursery and Preschool recognises that sexual harassment may occur in unequal relationships (i.e., between a supervisor and his/her employee) and that it may not be possible for the victim to inform the alleged harasser.

If a victim cannot directly approach an alleged harasser, he/she can approach one of the management team or directors responsible for receiving complaints of sexual harassment. This person could be another staff member or your direct manager.

When a designated person receives a complaint of sexual harassment, he/she will:

- immediately record the dates, times, and facts of the incident(s)
- ascertain the views of the victim as to what outcome he/she wants
- ensure that the victim understands the company's procedures for dealing with the complaint
- discuss and agree the next steps: either informal or formal complaint, on the understanding that choosing to resolve the matter informally does not preclude the victim from pursuing a formal complaint if he/she is not satisfied with the outcome
- keep a confidential record of all discussions
- respect the choice of the victim
- ensure that the victim knows that they can lodge the complaint outside of the company through the relevant country/legal framework

Throughout the complaint's procedure, a victim is entitled to be helped by someone within the company. Acorn to Oak Nursery and Preschool will nominate a specific person and provide them with special training to enable them to assist victims of sexual harassment. Acorn to Oak Nursery and Preschool recognises that because sexual harassment often occurs in unequal relationships within the workplace, victims often feel that they cannot come forward. Acorn to Oak Nursery and Preschool understands the need to support victims in making complaints.



Informal complaints mechanism

If the victim wishes to deal with the matter informally, the designated person will:

- give an opportunity to the alleged harasser to respond to the complaint
- ensure that the alleged harasser understands the complaints mechanism
- facilitate discussion between both parties to achieve an informal resolution which is acceptable to the complainant, or refer the matter to a designated mediator within the company to resolve the matter
- ensure that a confidential record is kept of what happens
- follow up after the outcome of the complaints mechanism to ensure that the behaviour has stopped
- ensure that the above is done speedily and within days of the complaint being made

Formal complaints mechanism

If the victim wants to make a formal complaint or if the informal complaint mechanism has not led to a satisfactory outcome for the victim, the formal complaint mechanism should be used to resolve the matter.

The designated person who initially received the complaint will refer the matter to a senior manager to instigate a formal investigation. The senior manager may deal with the matter him/herself or refer the matter to a committee of three others in accordance with this policy

The person carrying out the investigation will:

- interview the victim and the alleged harasser separately
- interview other relevant third parties separately
- decide whether the incident(s) of sexual harassment took place
- produce a report detailing the investigations, findings, and any recommendations
- if the harassment took place, decide what the appropriate remedy for the victim is, in consultation with the victim (i.e.- an apology, a change to working arrangements, a promotion if the victim was demoted because of the harassment, training for the harasser, discipline, suspension, dismissal)
- follow up to ensure that the recommendations are implemented, that the behaviour has stopped, and that the victim is satisfied with the outcome
- if it cannot determine that the harassment took place, he/she may still make recommendations to ensure proper functioning of the workplace
- keep a record of all actions taken
- ensure that all records concerning the matter are kept confidential
- ensure that the process is done as quickly as possible and, in any event, within [...] days of the complaint being made



Outside complaints mechanisms

A person who has been subject to sexual harassment can also make a complaint outside of the company. They can do so through the Equality Advisory Support Service.

Sanctions and disciplinary measures

Anyone who has been found to have sexually harassed another person under the terms of this policy is liable to any of the following sanctions:

- verbal or written warning
- adverse performance evaluation
- reduction in wages
- transfer
- demotion
- suspension
- dismissal

The nature of the sanctions will depend on the gravity and extent of the harassment. Suitable deterrent sanctions will be applied to ensure that incidents of sexual harassment are not treated as trivial. Certain serious cases, including physical violence, will result in the immediate dismissal of the harasser.

Implementation of this policy

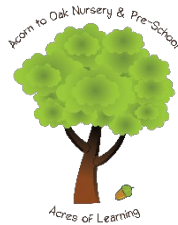
Acorn to Oak Nursery and Preschool will ensure that this policy is widely disseminated to all relevant persons. All new employees must be trained on the content of this policy as part of their induction into the company. Every year, Acorn to Oak Nursery and Preschool will require all employees to attend a refresher training course on the content of this policy.

It is the responsibility of every manager to ensure that all his/her employees are aware of the policy.

Monitoring and evaluation

Acorn to Oak Nursery and Preschool recognises the importance of monitoring this sexual harassment policy and will ensure that it anonymously collects statistics and data as to how it is used and whether it is effective.

Supervisors, managers and those responsible for dealing with sexual harassment cases will report on compliance with this policy, including the number of incidents, how they were dealt with, and any recommendations made. This will be done on a yearly basis. As a result of this report, the company will evaluate the effectiveness of this policy and make any changes needed.



Acorn to Oak Nursery and Preschool

MANAGING CHILDREN WHO ARE SICK, INFECTIOUS, OR WITH ALLERGIES

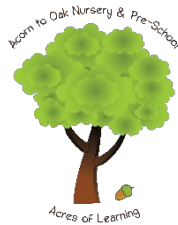
Policy statement

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

Procedures for children who are sick or infectious

- A normal temperature is between 36.4-37.4c. A temperature above 37.4 and under 38c will be monitored but no action is necessary. Once a temperature is 38c or over, contact will be made (or attempted by every means) with the parent(s) to ask if we can give the child Calpol. The initial phone call with the parent will include requesting that the child be picked up from nursery. The exclusion period for a temperature at 38c or over is 24 hours from the onset of the temperature. After this, the child must not have a temperature (without the aid of medication). For instance, if a child has a temperature above 38c on Tuesday at 13:30, then, if the previously mentioned criteria are met, the child could come into nursery at 13:30 on Wednesday.
- If children appear unwell during the day for example, if they have a temperature, sickness, diarrhea, or pains, particularly in the head or stomach the Room Leader will call the parents and ask them to collect the child as soon as possible, or to send a known carer to collect the child on their behalf.
- In this event the child would be seen by the Manager/ Deputy Manager or another qualified first aider.
- If a child has a temperature, they are kept cool, by removing the top layer of clothing
- The child's temperature is taken using an under the arm thermometer or head scan
- If the child's temperature does not go down and is worryingly high, then we may administer Calpol after first obtaining verbal consent from the parent. This is to reduce the risk of febrile convulsions, particularly for babies. The child's registration consent form will first be checked and parents will sign the *child medication consent & administration form* when they collect their child.
- In extreme cases of emergency, an ambulance is called and the parent informed.
- In most cases, when a child is sent home from nursery, we feel that it would be beneficial if they saw a doctor before returning them to the setting; we reserve the right to refuse admittance to children who have either a; high temperature, sickness and diarrhea or a contagious infection or disease.
- After diarrhea or vomiting, we ask parents keep children home for 48 hours following the last episode.
- We will not except a child that has received paracetamol or ibuprofen prior to arrival for a temperature.
- Some activities, such as sand and water play, and self-serve snacks where there is a risk of cross- contamination may be suspended for the duration of any outbreak.
- A list of excludable diseases and current exclusion times is available on our website.

Reporting of 'notifiable diseases'



- Parents must notify us if their child has a contagious disease. We may then have to pass this information on to the local Health Protection Duty Room after referring to the 'Guidance on infection Control in schools and other childcare settings'
- When we become aware, or are formally informed of the notifiable disease, the owners will inform Ofsted and the local Health Protection Agency, and act on any advice given.

HIV/AIDS/Hepatitis procedure

HIV virus, like other viruses such as Hepatitis A, B and C, are spread through body fluids. Please also see **Body Fluid Spillage Policy**. Hygiene precautions for dealing with body fluids are the same for all children and adults. We:

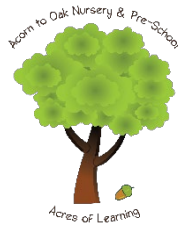
- We have single-use vinyl gloves available when changing children's nappies, pants and clothing that are soiled with blood, urine, feces, or vomit.
- Soiled clothing is either bagged for parents to collect.
- Clear spills of blood, urine, faeces, or vomit using disinfectant solution (D10) and mops; any cloths used are bagged and disposed of.
- Clean any tables and other furniture, furnishings or toys affected by blood, urine, faeces, or vomit using a disinfectant (D10). We will also use our anti-viral fogging machine.

Nits and head lice

- Nits and head lice are not an excludable condition; although in exceptional cases we may ask a parent to keep the child away until the infestation has cleared.
- On identifying cases of head lice, we inform all parents and ask them to treat their child and all the family if they are found to have head lice.

Procedures for children with allergies

- When parents start their children at the setting they are asked if their child suffers from any known allergies. This is recorded on the *Registration Form*.
- If a child has an allergy, we complete an '*Child Allergy Form*' and require a letter from the doctor. To detail the following:
 - The allergen (i.e., the substance, material or living creature the child is allergic to such as nuts, eggs, bee stings, cats etc.).
 - The nature of the allergic reactions (e.g., anaphylactic shock reaction, including rash, reddening of skin, swelling, breathing problems etc.).
 - What to do in case of allergic reactions, any medication used and how it is to be used (e.g., EpiPen)
 - Control measures - such as how the child can be prevented from contact with the allergen.
 - A review period will be set every six months; the Parents also have an obligation to make the nursery aware of any changes to their child's allergy.
 - The allergy form is kept in the child's personal file and details are displayed on the allergy notification posters within the kitchen where all staff can see it.



- Generally, no nuts or nut products are used within the setting. See **Nut Free Policy**. Parents are made aware so that no nut or nut products are accidentally brought in, for example to a party.

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

Oral medication:

- Oral medications must be prescribed by a GP or have manufacturer's instructions clearly written on them.
- We must be provided with clear written instructions on how to administer such medication.
- We adhere to procedures for the correct storage and administration of the medication. Please see **Administering & Storage of Medicine Policy**.
- We must have the parents or guardians' prior written consent. This consent must be kept on file.

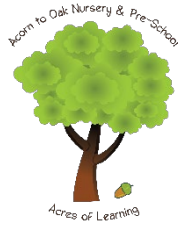
Life-saving medication and invasive treatments:

These include adrenaline injections (EpiPens) for anaphylactic shock reactions (caused by allergies to nuts, eggs etc.) or invasive treatments such as rectal administration of Diazepam (for epilepsy).

We must have:

- a letter from the child's GP/consultant stating the child's condition and what medication if any is to be administered;
- written consent from the parent or guardian allowing our staff to administer medication; and
- Proof of training in the administration of such medication by the child's GP, a district nurse, children's nurse specialist or a community pediatric nurse.

A child first aid/medicine plan will then be completed with the parents. Please see the **Administering Medicines and Storage of Medicines Policy**.



Acorn to Oak Nursery and Preschool

NO SMOKING POLICY

Position

We operate a strict **no smoking** policy anywhere on the premises or grounds of the business. This includes all staff, parents, and any other outside visitors to the Nursery.

Perception

While the company recognises everyone's right to smoke outside of their working hours, we ask that if you do smoke and choose to on your breaks during your working day that you smoke away from the nursery grounds and absolutely away from the nursery entrance where parents arrive to collect their children.

Mitigation

The smell of smoke is unpleasant to those who do not smoke and for the children who you come into close contact with. As a result, please ensure you take measures to avoid this when starting work such as washing hands, using body spray/deodorant that is in staff toilet and using chewing gum after smoking on your break but chewing gum must be discarded before you start working.

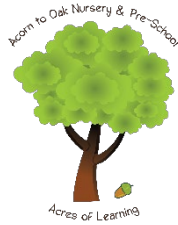
In order to help minimise the smell of smoke on your clothes, and therefore that children may be exposed to it, is expected that steps be taken to cover any staff uniform when smoking. All outdoor coats or light tops can then be left in the staff coats area before returning to your room.

Enforcement

The nursery promotes healthy lifestyles to the children and families alike and expects all staff to adhere to this policy as a result.

In any instances where repeat offenders do not follow this policy disciplinary action will be considered.

If you see anyone smoking either inside or within the grounds of the Nursery it is your responsibility to politely ask them to cease or move away to a suitable area away from the Nursery.



Acorn to Oak Nursery and Preschool

BABYSITTING POLICY

Acorn to Oak Nursery understands that staff may be asked to 'babysit' children outside of the nursery environment and outside of the normal working hours of the nursery. This is permissible but only on the following basis:

- It is a separate and private agreement between the parent/carer and the member of staff. The exact terms of the babysitting are to be agreed by the member of staff concerned and the child's parent/carer and are to be discussed outside of the nursery environment and outside of our opening hours.
- Acorn to Oak Nursery will not provide parents/carers with any members of staff telephone numbers nor will we make any recommendations as to staff suitability.
- Acorn to Oak Nursery request that if a member of staff is to babysit a child who is registered with us that they notify the Nursery Manager in advance so that (as appropriate) parents can then be reminded of the nursery policy on babysitting.
- At no point is Acorn to Oak Nursery uniform to be worn during the period while babysitting.
- For clarity: if a child is to be taken home from Nursery by a member of staff in order to commence a period of 'babysitting' the nursery will still need confirmation in advance from the child's parent/carer that this has been pre agreed. Staff uniform is not to be worn at the point the babysitting commences.

Please note:

Acorn to Oak Nursery will not be held responsible or accountable for any incidents or accidents that may occur during a period when a staff member is acting as a babysitter for any child registered with us.



Acorn to Oak Nursery and Preschool

STAFF CODE OF CONDUCT POLICY

Please note that this policy is to be read in conjunction with your staff handbook.

Parent interaction

While you are at work, please remember to greet all parents/carers warmly and make them all feel welcome. Engaging with parents helps to promote our '**Parents as Partners Policy**' and is very much part of your role.

At the end of the day and prior to collection please ensure that all children are clean and tidy and that the child's clothes/nappies are changed if requested/needed. Help the child collect their belongings and give the appropriate feedback to the child's parent/carer.

Conduct while at work

Your priority is to look after the children and to promote our mission statement and 5 core values while doing so (see **Mission Statement & Values Policy**).

While at work please keep conversations that are not related to work to a minimum; children are not interested in what you did last night as an example. Please do not talk to other staff 'over' the children, especially when they are trying to engage/show you what they are doing. All attention should be focused and concentrated on the children to make sure they are fully engaged, and their needs are being met during the working day.

Please treat other staff how you would wish to be treated. Being negative, moaning and being critical is destructive to the environment and culture we are trying to create. If you feel like you have a legitimate grievance or concern, please follow the following procedure:

- At an appropriate time (and not in front of the children) talk to the person calmly, paying attention not to raise your voice at them.
- Let them know of your concern/grievance and listen to each other and respect others' views, opinions and concerns.
- If required ask a Manager/Deputy to be present when the discussion takes place to act as an objective observer and help provide their view on the best resolution.
- If you do not feel comfortable speaking to the other person, then discuss your concern/grievance with the Manager/Deputy at an appropriate time in the office.

Communication

Please make any personal phone calls during your lunch break unless the calls are an emergency and you have permission from the Manager to use the office telephone. Make sure personal phone calls,



texts and all social media exchanges are only received or reviewed during your lunch break and only inside the staff kitchen area or outside of the nursery grounds. (Please also see our **Mobile Phone, Camera, Internet & Social Media Policy**.)

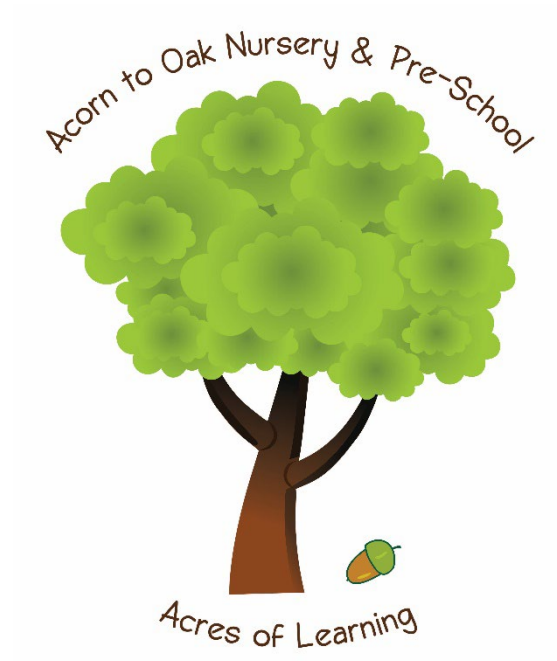
Appearance & Hygiene

Please make sure long hair is tied back and that make up and jewellery are kept to a minimum. Please ensure you wear your uniform to work as we have no changing facilities available and to bring your sweatshirt in case you are cold. Staff are to ensure that the uniform which was provided to them is worn and no other tops or sweatshirts are worn as a substitute.

Practitioners are to promote good hygiene throughout the day by role modelling hand washing with the children. For staff that smoke then the appropriate steps should be taken to minimise any smell on clothes and on your person (Please see our **'No Smoking Policy'**)

Breaks & Sustenance

When drinking in rooms please ensure all drinks are drunk from a plastic cup or 'sports container' and not out of a can, bottle or ceramic mug/cup. Hot drinks are not allowed in the rooms and hot drinks must only be drunk in the office or kitchen. The nursery promotes being healthy, so if you are going to eat in front of the children, please ensure it's what the children are eating or something healthy.



DISCLOSURE & BARRING SERVICE POLICY AND PROCEDURES

Policy date: January 2023

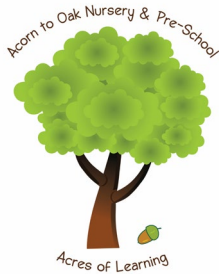
Policy review date: January 2024



DISCLOSURE AND BARRING SERVICE POLICY AND PROCEDURES

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DISCLOSURE AND BARRING SERVICE POLICY AND PROCEDURES

GENERAL PRINCIPLES

The Nursery Manager is responsible for ensuring all staff, including contractors, bank staff, students, and volunteers, are suitable to work with children. Checks are carried out via enhanced Disclosure and Barring Service (DBS) clearance checks as well as other sources, such as employer references, identity checks and qualification checks, amongst others. From June 17th 2013, the nursery will no longer be using the CRB (Criminal Records Bureau) system, which is replaced by DBS

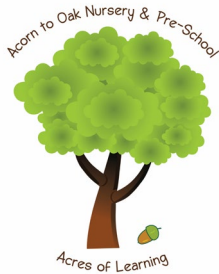
Where possible new staff will have the checks completed prior to starting employment. However, if there are delays in checks coming through, as a last resort, candidates may work in the nursery before these checks completed as long as they are supervised by registered and DBS checked staff at all times.

All nursery staff will be informed of those members of the team awaiting enhanced DBS clearances. Staff awaiting these checks will never:

- Be left unsupervised whilst caring for children
- Take children for toilet visits unless supervised by registered staff
- Change nappies
- Be left alone in a room or outside with children
- Administer medication
- Administer first aid
- Take photographs of any children
- Look at a child's learning and development log
- Have access to children's personal details and records

Whilst ensuring all the above are adhered to, we still recognise that it is vital that the staff member awaiting an enhanced disclosure is made to feel part of the team and participates fully in every other aspect of the nursery day.

We recognise that the enhanced DBS disclosure is only part of a suitability decision and nursery management will ensure each individual working with a child goes through a vigorous recruitment and induction procedure (as laid out in the safe recruitment policy). We will also ensure they receive continuous support, training, and supervision from management in order to provide a safe, secure, and healthy environment for all children in the nursery.



DISCLOSURE AND BARRING SERVICE POLICY AND PROCEDURES

All students and volunteers will also receive an interview to ensure they are suitable for the nursery and an induction process to ensure they fully understand and are able to implement the nursery procedures, working practices and values. All students will be fully supervised to ensure they receive the appropriate support, training, and information they may require.

We comply fully with the DBS Code of Practice regarding the correct handling, use, storage, retention and disposal of Disclosures and Disclosure information. In accordance with section 124 of the Police Act 1997, Disclosure information is only passed to those who are authorised to receive it in the course of their duties. We maintain a record of all those to whom Disclosures or Disclosure information has been revealed and it is a criminal offence to pass this information to anyone who is not entitled to receive it.

We also comply with the obligations under the Data Protection Act 1998 and other relevant legislation pertaining to the safe handling, use, storage, retention, and disposal of Disclosure information and have a written policy on these matters.

TYPES OF DISCLOSURE AND BARRING SERVICE

There are three types of Disclosure: Basic, Standard and Enhanced. Eligibility for Disclosures is underpinned by law. The level of the check required is dependent on the exposure and risk associated with the relationship between the individual and the children and/or vulnerable groups.

Basic - A Basic Disclosure contains details of convictions considered to be unspent under the Rehabilitation of Offenders Act 1974 (ROA) or states that there are no such convictions. Anyone can have a Basic Disclosure.

Standard - Standard checks are for people entering certain professions, such as members of the legal and accountancy professions. Standard checks contain convictions, cautions, reprimands and warnings held in England and Wales on the Police National Computer, relevant convictions in Scotland and Northern Ireland may also be included.

Enhanced - These are for posts that involve a far greater degree of contact with children or vulnerable groups. In general, the type of work will involve regularly caring for, supervising, training or being in sole charge of such people. This level of check involves an additional level of check to those carried out for the Standard check – a check on local police records. Where local police records contain additional information that may be relevant to the post the applicant is being considered for, the Chief Officer of police may release information for inclusion in an Enhanced check.

The nursery will require an enhanced check for all staff, which provides an additional level of security for vulnerable groups. Disclosure information is only used for the specific purpose for which it has been requested and for which the applicant's full consent has been given.



DISCLOSURE AND BARRING SERVICE POLICY AND PROCEDURES

DBS PROVIDER -

The nursery has selected the Security Watchdog (part of Capita) to be its service provider for the DBS checks:

Security Watchdog
3 Viables Lane
Jays Close,
Basingstoke
RG22 4BS
Tel: 01420593830
Web: www.securitywatchdog.org.uk

Security Watchdog is an Umbrella Body for the Disclosure and Barring Service (formerly known as Criminal Records Bureau) and Disclosure Scotland. Established in 1998, it is one of the largest and most experienced criminal record check organisations, processing over 170,000 per year using both online and paper solutions. The nursery will be using the online system as our preferred method of checking.

NURSERY REQUIREMENTS

- DBS certificates are required for all existing and new nursery employees regardless of whether they are in a childcare role or not.
- DBS checks are also required for students, volunteers, bank staff and contractors.
- New staff joining the nursery, regardless of whether they have an existing DBS certificate, will be required to undergo a DBS check at or before the commencement of employment.
- New staff joining the nursery with existing DBS certificates obtained from other organisations are only accepted by the nursery if the employee is registered for the government's update service and permission is granted to us to access the information prior to commencement of employment. Otherwise, a new DBS will be required.

THE DBS APPLICATION PROCESS

- The staff member logs onto the Security Watchdog site
<https://disclosure.capitarvs.co.uk/crvs/>
- The applicant completes the information online and submits to the nursery for verification.

The applicant will need to pay for this check. The first DBS check will be reimbursed once probation has been passed successfully. All further DBS checks will require the employee to cover this cost in full.



DISCLOSURE AND BARRING SERVICE POLICY AND PROCEDURES

- The nursery verifies the application using acceptable documents (see below).
- The nursery forwards the application for verification.
- Security Watchdog verifies the application and issues a certificate to the employee either (1) a clear disclosure (2) a disclosure with content for further examination.
- If the disclosure is clear, then a paper copy is sent to the employee but not the employer.
- If the disclosure contains content, then a paper copy will be sent by Security Watchdog to the employee's home address (but not to the employer). The employer will be able to see online that this has been done and that content has been recorded, but will not have a facility to print off the disclosure. In these circumstances, the employer is entitled to request a copy of the printed disclosure from the employee. The employee does not have to provide the disclosure but it may prejudice employment if refused. Any copy provided to the employer will be kept on file for as long as the employee is with the nursery.
- Printed disclosure information is kept securely online with access strictly controlled and limited to those who are entitled to see it as part of their duties. Online disclosures are password protected.

DBS UPDATE SERVICE

- The nursery requires each member of staff to subscribe to the government's DBS Update Service within **19 DAYS** of receiving their initial or revised DBS certificate. This service can be accessed online at <https://www.gov.uk/disclosure>. This is not a Security Watchdog.
- New employees joining the nursery with existing DBS certificates who have not joined the update service will be required to apply for a new DBS before having unsupervised access to children. They will also be required to join the update service within 19 days of the certificate issue date.
- The DBS update subscription is about £13 per annum, payable directly by the employee to the DBS online; through this service, applicants will have their DBS Certificate kept up-to-date and be able to take it with them job to job, where the same type and level of check is required.
- As part of our annual status check for employees, regulated by OFSTED, the nursery will require access to the DBS update service, with employee permission, to carry out regular online checks (at least once per year) to see if any new information has come to light since issue of the employee's DBS certificate.
- If an employee has not subscribed to the update service and the nursery must conduct a full DBS procedure again, the full cost will be passed onto the employee.



DISCLOSURE AND BARRING SERVICE POLICY AND PROCEDURES

ACCEPTABLE DOCUMENTS FOR VERIFICATION

For verification purposes, employees must provide one document from group 1 and two documents from group 2.

Group 1

- Valid passport (any nationality)
- UK Driving Licence (either photo card or paper)
- Original UK Birth Certificate (issued within 12 months of date of birth) (full or short form)
- Valid photo identity card (EU countries only)

Group 2

- Marriage certificate
- Non-original UK birth certificate (issued after 12 months of date of birth) (full or short form)
- P45/P60 statement
- Bank or building society statement
- Utility bill (electricity, gas, water, telephone (including mobile phone contract / bill))
- Valid TV Licence
- Credit or store card statement
- Mortgage statement
- Valid insurance certificate
- Correspondence or a document from: the Benefits Agency; the Employment Service; the Inland Revenue; or a Local Authority
- Financial statement (e.g., pension, endowment, ISA)
- Valid vehicle registration document
- Valid NHS Card
- Addressed pay slip
- National Insurance number card
- Exam certificate (e.g., GCSE, NVQ)
- Child benefit book
- Certificate of British nationality
- Work permit / visa

APPLICANT'S RIGHTS

Usually, a job applicant has no legal obligation to reveal spent convictions. If an applicant has a conviction that has become spent, the employer must treat the applicant as if the conviction has not happened. A refusal to employ a rehabilitated person on the grounds of a spent conviction is unlawful under the Rehabilitation of Offenders Act (ROA)1974.



DISCLOSURE AND BARRING SERVICE POLICY AND PROCEDURES

Certain areas of employment such as childcare settings are exempt under the ROA 1974 (Exceptions) Order 1975, and may ask about spent convictions. This is known as asking an exempted question. When answering, the applicant would have a legal obligation to reveal spent convictions. The minimum age at which someone can be asked to apply for a DBS check is 16 years old.

OVERSEAS APPLICANTS

The DBS cannot access criminal records held overseas; however, some overseas criminal records are held on the Police National Computer and these would be revealed as part of a criminal record check. Although we will do our utmost to ensure the safe recruitment of overseas applicants, as detailed below, we cannot be held liable for failure to disclose or uncover criminal or other information relevant to the application. For overseas applicants the nursery will deploy some or all the following:

- We will require a self-declaration of criminal or other activities likely to affect the applicants suitability to work with children.
- We will conduct an identity check of an overseas applicant (Visa, passport, references).
- We may check an applicant's suitability via an appropriate Embassy- if we are recruiting people from overseas and wish to check their overseas criminal record, we may contact the Embassy or High Commission of the country in question. We may also contact the FCO Response Centre Helpline (020 7008 1500).
- We will obtain an employer's reference or other such as a college or university.
- We may try to obtain a certificate of good conduct from an overseas employer.
- We will check an applicant's right to work in the UK. The DBS does not check whether an applicant is permitted to work in the UK. The employer is responsible for ensuring employees have the right to work within the UK.



Acorn to Oak Nursery and Preschool

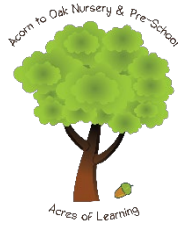
STAFF MEDICATION POLICY

All staff must inform the Manager, Deputy Manager or the Owners of any medication that they are taking.

All staff will be asked to fill out a staff medication form which will be kept in their personal file in the office.

All medication must be stored in the medication basket which is kept in the office.

- Staff are to ensure that their medication is clearly labelled with their name on it.
- Staff must ensure that they inform the manager/deputy that they are taking this medication and why they are taking it, this is in case of any emergency that may occur whilst they are at work. (This includes Paracetamol, cough mixture, allergy tablets and eye-drops)
- If the manager/deputy feels at any point that the medication that a staff member is taking may be affecting the way they are working, they will be sent home and will be asked to get a letter from their doctor to clarify that they are fit to work with children on this medication. They will not be able to return to work until this information is presented.



Acorn to Oak Nursery and Preschool

Stress in the Workplace

Work-related stress can affect the well-being of both staff and children within the setting. The company understands the need to develop a policy and procedure around this so that employees/workers understand the protocols should they need to report work-related stress.

Policy

Employees should understand that they are able to approach management at any time should the need arise regarding work related stress. The primary point of contact is the Nursery Manager. The secondary point of contact is Rachel Armour (Deputy Manager).

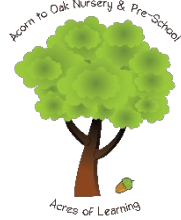
Employees should be aware of the signs of stress:

- Emotional - Fatigue, anxiety, lack of motivation
- Cognitive - Making mistakes, having accidents
- Behavioural – Deteriorating relationships between colleagues, irritability, indecisiveness, absenteeism, excessive smoking/eating/drinking
- Physiological - Increased complaints about health - headaches, dizziness

Some causes of stress can be working alone, working long and/or unsocial hours and employees having to cover other colleagues' workloads during days off (such as sickness). Bullying or harassment by members of management, supervisors or other colleagues can also cause stress. Acorn to Oak Nursery and Preschool has a zero-tolerance policy against bullying and will act swiftly to deal with any allegations.

This policy applies to employees even if it is not related to the workplace (for example during bereavement).

Please speak to the primary or secondary point of contact should you need to discuss any issues related to stress.



Acorn to Oak Nursery and Preschool

STUDENT & VOLUNTEER POLICY

Students and Volunteers bring with them a range of skills and experiences that can enhance the learning opportunities of children at the setting. We welcome and encourage students and volunteers from our local community.

All students and volunteers will be welcomed: initially the individual will have an interview with the manager to confirm suitability. On their first day students and volunteers are given a 'Student and Volunteer Induction pack' which outlines their role within the nursery, to clearly avoid the possibility of misunderstanding. Mentors will support students and volunteers to ensure that standards of practice and continuity of care for the children is maintained.

Students and volunteers will also be given copies of the following policies and asked to sign to say that they agree to adhere to these:-

- Health & Safety Policy
- Fire Procedure
- Confidentiality Policy
- Child Protection Policy
- Smoking Policy
- Safe Lifting Policy
- Mobile phone / Camera & Internet policy
- Whistle blowing policy
- Student & Volunteer Policy

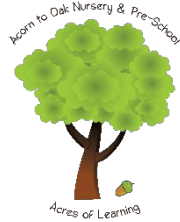
Student and Volunteers will then be expected to familiarise themselves with all of our policies and procedures that are in place during their first month of placement.

Students and Volunteers will have signed the confidentiality policy and are bound by a code of confidentiality. Any concerns that volunteers have about children they work or come into contact with should be voiced with the manager or deputy and not to the parents or persons outside of the nursery.

Students or volunteers who are concerned about anything another adult in the nursery does or says should raise this matter with the nursery manager or deputy.

As volunteers you are role models, children learn through example and modelling is an important way to teach children about values that support diversity, equality, behaviour and practices.

All students and volunteers must provide the Nursery with contact details for themselves and for a next of kin as a contact in an emergency. Students and volunteers must also complete a Health Screening Questionnaire which will be kept on file and used in the event of the student or volunteer having a medical emergency.



All students and volunteers must complete a Health Screening & Criminal Convictions Questionnaire. If there is cause for concern once the form has been completed, we have the right to terminate any placements with immediate effect.

Students and volunteers should never be in the position where they have been left on their own with children in a room or areas such as outdoors / the cot room/bathroom etc.

Even if a student or volunteer has had a DBS check completed by another agency or company, they will never be left on their own with children.

A student or volunteer must adhere to the parameters as set out in the Induction pack and also uphold a professional manner.

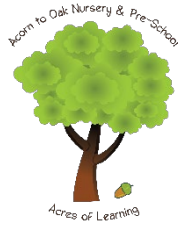
If a student or volunteer witnesses an accident, injury or incident, they must inform nearest member of staff. They may assist the member of staff but not aid the child.

Students and volunteers must never administer medicines or sign documents such as medicine-consent forms or accident & injury forms etc.

Students and volunteers must never give a child anything to eat or drink due to child allergies.

Any document that needs to be signed should be done so by Manager / Deputy.

Acorn to Oak Nursery and Preschool have the right to terminate any placements if there is sufficient reason to do so.



Acorn to Oak Nursery and Preschool

TOILET PROCEDURE

We ensure that regular checks are carried out in the toilet area to ensure that it remains a safe and hygienic environment for the children.

Staff will check and sign every hour that the toilet area has been checked, and cleaned if necessary. During the checks staff will ensure that all toilets have toilet rolls, potties are clean, no paper towels are on the floor, paper towels and hand soap are in the dispensers, toilets are flushed, that no water is on the floor or under sinks.

The toilet seats, toilet bowls and flush handles will all be checked and cleaned to ensure that there are no body fluids on the seats or around the toilet area and that it is generally clean.

Any spillages or contamination are dealt with promptly. We use D10 disinfectant. Please see **Body Fluid Spillage Policy** for further information.

Toilet bowls must be cleaned at least once a day or when visibly contaminated. Other surfaces that may have been touched by contaminated hands e.g. doors, handles, stair gate and taps should also be cleaned daily.

Children will not be left in the toilet unattended at any point and are ideally to remain within **sight and hearing** of staff but always within **sight or hearing**.

Children should be prevented from playing in the toilet area and toys should not be taken into this area.

Cloths used to clean the toilet areas are to be used only once and washed after each use. Mops are to be changed as often as is necessary.



Acorn to Oak Nursery and Preschool

TOILET TRAINING IN PRESCHOOL

WHY NOW?

Your child is now in preschool, where most of their friends are using toilets. We aim to spend most of our time outdoors, especially in the spring and summer, and we do have an outdoor potty in a tent! We cannot, however, accommodate nappy changing units out at Forest School. We encourage you to start potty training now, so your child doesn't miss out on the activities during the time it takes for them to go back to the building and have their nappy to be changed.

HOW DO I KNOW IF MY CHILD IS READY?

Some children are ready before others, and that's ok. You know when your child is ready, when they tell you about their nappy being full, or simply by showing interest in going to the toilet. Don't miss the cues! You can help them gain interest in toilet training by reading books or watching videos.

HOW TO ENCOURAGE IT?

There are plenty of books about toilet training, you can find one based on your child's favourites (aliens, dinosaurs, pirates, princesses, etc.). You can go on a potty shopping spree and find one your child likes the most, alternatively, you can buy a toilet seat and a step to use with your toilet at home. Buy some fun pants/knickers. Agree on a reward – it doesn't have to be a toy, it can be a day out at the park, anything your child would enjoy. Start a sticker chart, and establish how many stickers they need to get that reward – make it achievable.

HOW LONG WILL IT TAKE?

This varies from child to child, some take a weekend, and some take months. But don't get discouraged and don't give up! Once your child is wearing big boy/girl underwear, going back to nappies will only confuse them and set them back, we suggest nappy pants/pull-ups instead.

HOW TO START?

Begin at home, at the weekend or when you know you'll be in for a couple of days. Give yourself and your little one time to do it. Don't ask "do you need a wee?" just say "toilet time" and take your little one to sit down on the potty/toilet. Try for a bit, if nothing's coming out try again in 20 minutes. Praise for every bit of effort, for trying as well as for actually doing a wee or a poo.

COMMUNICATE

Communicate with the key person/room leader when dropping off at the nursery. Go over the top when talking about successful attempts in front of your child. Pass on any sticker charts, so the nursery team can



follow through. Let the key person know about the reward you agreed on with your little one, so the team can use it to encourage your child.

WHAT DO I NEED?

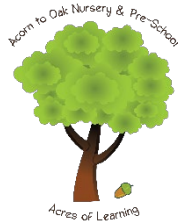
Acorn to Oak does not supply nappies once a child enters preschool and starts attending the forest school sessions so we ask that you send your child in pull-ups each day. We do not supply pull-ups so you would need to bring your own pack with your child's name on it. Alternatively, you are welcome to bring lots of spare clothes. Please inform the key person as to what to do with heavily soiled underwear should your child have an accident – some parents prefer to just throw it away. We do not wash soiled underwear. We would wrap it in a nappy sack should you want to take it back home. We supply potties, toilet seats and steps, and an outdoor potty.

WHAT IF...?

What if we don't get it right on the first go? That's absolutely fine. Every child is different and takes different times to complete their toilet training. If the process is taking longer than a month with no results, you may want to decide to stop and try again in a month.

WE ARE READY!

The nursery team is ready to help you and support you throughout the process. We have done it many times before and can always provide you with helpful information and encouragement. Good luck!



Acorn to Oak Nursery and Preschool

UNCOLLECTED CHILD PROCEDURE

In the event of a Parent / Career failing to collect their child, the following procedure will be followed:

- The Nursery will wait a reasonable amount of time for the parent to arrive or contact the nursery, normally 30 minutes. During this time the nursery will contact the parents/careers using the details which have been provided on the child's enrolment form to enquire as to their whereabouts.
- If the parent/career still fails to collect or contact the nursery and we have been unable to contact them every effort will be made to contact someone else known to the child. As a result, the nursery will contact the 'emergency contact' person as detailed on the child's enrolment form to update them on the situation.
- In the event of a child being uncollected after 6pm, the Manager/Deputy and one other member of staff will stay with the child until they are collected to make sure there are two members of staff always remaining at the nursery.
- In the event of a child being uncollected after 6pm and all the above steps have been taken and we have still failed to contact someone known to the child the nursery will contact the 'Single Point Access' Team (SPA) 0208 547 5008. If it is outside of their office hours (i.e., after 6pm) the Duty Social Worker will be called on 020 8770 5000 or we will contact the police as required.

SUITABLE PERSON

In the event of an unauthorised person arriving to collect a child the nursery will:

- Not allow the unauthorised person to enter the nursery and they will be asked to wait outside.
- The child will not be allowed to leave the nursery.
- The Manager/Deputy or room leader will be alerted and will check for written consent or passwords.
- If no one is aware of the change in normal collection arrangements the Manager/Deputy will be informed who will contact parent/carer for confirmation.

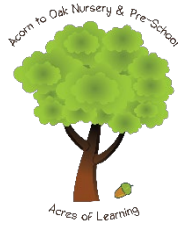
Any changes to collection need to be written in nursery diary, password agreed with parents/careers in advance and Manager/Deputy informed.

We always put every child's safety and welfare as priority so in the event of a Parent/Carer coming to collect a child who we reasonably believe to be under the influence of; drugs or alcohol leading to us having concerns to the child's safety or wellbeing the Manager will reserve the right to:

- Insist that another known (to us) person come to collect the child or that we can contact the emergency person from the enrolment form to collect the child.
- Refer the situation to SPA.
- Record all and any incidents.

If a member of staff feels threatened at any time, they have the right to contact the police.





Acorn to Oak Nursery and Preschool

VISITORS POLICY

Safety is our number one priority. All visitors wishing to enter the premises will have to provide members of staff reasons for their visit and who they are intending to see before they will be admitted.

All visitors entering the building will be asked to sign the nursery visitors book which is in the hallway and once completed will be given a visitors badge to identify them (to children and staff) as 'visitors' to the setting. This will include prospective parents who come to look at the nursery.

During this current climate NO VISITORS are admitted into the nursery without appointment and those who do are requested to wear a face mask.

When outside agencies such as Ofsted, Kingston Early Years Team etc. or Utility Suppliers such as gas or electric employee's visit us, they will be asked to provide us with formal identification before they will be able to enter the building.

Visitors will always be accompanied by a member of staff and will never be left on their own or let out of the sight of a member of staff. If a visitor needs to use the toilet whilst visiting the nursery, they will be accompanied to the bathroom and a member of staff will wait in the bathroom/hallway area until they have finished and vacated the toilet area.

Companies such as football coaches etc. will be asked to provide the nursery with a DBS disclosure. A member of staff will always be present with these teachers/coaches whilst they are teaching the children and they will never be left on their own with the children at any point.



Acorn to Oak Nursery and Preschool

WHISTLE BLOWING POLICY

Definition

Whistle blowing inside the work place is defined as the reporting by workers or ex-workers of wrong doing such as; a colleague's conduct including the treatment of staff and children, any safeguarding or child protection concerns, breaching policies and procedures and the legal requirements, fraud, malpractice, mismanagement, breach of health and safety law or any other illegal or unethical act either on the part of management, the Governing Body or by fellow employees. Workers may include volunteers, contractors and outside agencies.

Aims

We are committed to ensuring an environment of openness and accountability. This policy is designed to nurture a culture of openness and transparency within the setting which makes it safe and acceptable for employees, students, and volunteers to raise in good faith a concern they may have about misconduct or malpractice (or as defined above) and receive appropriate feedback.

This policy is underpinned by the Public Interest Disclosure Act 1998 which encourages people to raise concerns about misconduct or malpractice in the workplace, in order to promote good governance and accountability in the wider public interest.

The act covers behaviour which amounts to:

- A criminal offence
- Failure to comply with any legal obligation
- A miscarriage of justice
- Danger to health and safety of an individual and or environment
- Deliberate concealment of information about any of the above

Raising a Concern

We Nursery recognises that reporting a concern can be a very difficult decision. To this end and to make sure every employee feels they have the opportunity raise any concerns they have the Management will not tolerate any harassment or victimisation of anyone who has reported a concern in line with the Whistle Blowing Policy. Any concerns should always be raised with the Manager or Deputy Manager (as appropriate) or directly with the Owners if the circumstances dictate it is appropriate.

- Concerns can be raised both verbally and in writing and in both instances the whistle



blower will be required to state the background of the concern, dates, names, places, and the reason why the whistle blower is concerned.

- Concerns should be expressed as soon as the whistle blower becomes aware of the breach in order to allow any mitigating action to happen as soon as possible.
- Whistle blowers may ask for a representative to accompany them and support them while they express their concerns. This will be welcomed by Management.

Action

1. The Manager will decide whether the concern falls within the range of other policies or procedures (such as child protection) and the concern will be considered with those policies and procedures in mind.
2. The Manager will consider the information that has been disclosed and decide whether to investigate the issue/concern.
3. If a decision is made not to investigate then the reasons why will be fully explained to the person making the concern and this will be documented accordingly.
4. If an investigation is to be made the Manager will decide as to who will conduct the investigation and the person who made the concern maybe required to give further information.
5. The Manager will inform the person who the concern has been made against; giving them details of the concern (but not informing them of who raised the concern) the person in question will be given the appropriate opportunity to respond.
6. After the investigation the Manager will decide if there is a need for external involvement such as the police or any outside agency and the action (if any) that will be taken against the person who the concern was raised about.
7. The Manager will keep accurate records of every stage of the investigation, the evidence provided and the outcome.
8. The individual who raised the concern will be informed of the outcome of any investigation.

Untrue Allegations

If concerns are raised but after investigation are found to be untrue no action will be taken against the whistle blower providing, they were:

- Acting in good faith
- Believed the information they were disclosing to be substantially true.
- Did not act for personal gain.
- Disciplinary action will be considered for anyone who raises a false or malicious concern.

Raising a concern outside of Acorn to Oak Nursery and Preschool Management Team

Where there is a safeguarding or child protection concern which cannot be raised with the Owners/Manager or Deputy Manager, then the employee raising the concern can contact Single Point Access (SPA). SPA can be contacted on 020 8547 5008.



SPA acts as a central information hub. The SPA streamlines and rationalises any contact they receive, whether it is from a member of the public or a professional, relating to child protection or safeguarding.

All staff have a duty to disclose any concerns regarding a colleague's conduct. Failure to do so may result in disciplinary action being taken.



Acorn to Oak Nursery and Preschool

WORKING IN PARTNERSHIP WITH PARENTS POLICY

Acorn to Oak Nursery and Preschool will work with parents/carers to provide quality care and learning for all children and families. We welcome all children and their families into the nursery and welcome and celebrate the cultural backgrounds of all our children, celebrating them as individuals. The aims of this policy are to support and enhance the development of the child and to respect, understand and value the contributions of the parent to the child learning.

- Policies and procedures are shared with Parents/Carers on our website These are always available for parents / carers to view and are available on request. All policies and procedures are in the office. We value the opinions of parents/carers and actively encourage you to share your opinions/comments on the policies and procedures.
- Acorn to Oak Nursery and Preschool value staff qualifications and continuing professional development. Staff qualifications and training attended is displayed in the office and on our outside display. .
- Parents/ Carers are always welcomed at the nursery. Twice a year we hold parents' evenings, in the summer term we hold a sports day for the whole nursery and welcome families/carers to support the children. We also hold a Graduation ceremony for our preschool children who are beginning their new adventure in starting Reception.
- As parents you are your child's key educator, we actively encourage a two-way dialogue about your child's interest, development and progress. This will be developed in the form of learning journeys (which include; sharing information about your child including next steps and links to the EYFS), , parent evenings, daily verbal feedback and newsletters in an informal way. We value and encourage your own observations / views / thoughts about your child's learning which will help us plan for their fun learning.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Your child's key person will share your child's learning and care with you informally on a daily basis. This feedback will include what activities your child has taken part in, what they have eaten and overall feedback on your child's day at nursery.



- Parents/carers are invited to attend two parents' evenings a year, where you will be provided with a detailed 'Learning and Development Report', it is also an opportunity for you to spend time with your child's key person, discussing their learning and development and also how we can work in partnership to support your child's next steps.
- Where parents/carers wish to have ad-hoc meetings with their child's key person, we offer 'Key Person Catch Up's' which available upon request. These meetings provide opportunities for parents/carers to discuss any concerns or issues that they may have regarding their child's learning and development or simply, you may just want to have a 'catch up' with your child's key person. These meetings are held in private, in the office.
- Where appropriate the staff should gently guide, the parents using advise based on their own experiences and training. Also, where appropriate the staff should give support and help to the parents and provide information about outside support where necessary. If support is required in the area of special needs the parent should be introduced to the Nursery SENCO (Special Education Needs Coordinator) for further information.
- All children's records are kept on file and parents/carers have a right to access any information held about their child by prior arrangement with the Manager/Deputy.